



Biennial Report

Utah Schools for the Deaf and the Blind

Ogden, Utah

1966 - 1967

1967 - 1968

Eighty-third and Eighty-fourth School Years

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of the

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SUPERINTENDENT'S BIENNIAL REPORT

Report of the activities of the Utah Schools for the Deaf and the Blind for the period July 1, 1966, through June 30, 1968, is herein presented for summary and historical purposes.

The 1967 State Legislature unanimously passed a joint resolution authorizing the State Welfare Commission to transfer to the State Board of Education the facilities and grounds of the former Tuberculosis Hospital at Seventh Street and Harrison Boulevard, effective July 1, 1967, for use as a new campus and facility for the Utah School for the Blind. The 1967 Legislature also made available \$18,000 for alterations and repairs on the existing facilities and a sum of \$46,000 for the conversion of the heating plant from stoker-fired coal high pressure to automatic gas-fired low pressure steam. The 1965 State Legislature appropriated a sum of \$507,772 for the construction of a new classroom unit for the blind. This project was begun in February, 1968. The construction completion time is expected to be one year.

The 1965 State Legislature also provided a sum of \$77,500 for alterations in our Food Services Building. This project was completed at the close of the biennial period covered by this report. This same legislature also provided the sum of \$50,000 for the reconditioning of our old gymnasium building. This project was completed prior to the beginning of the 1967-68 school year. The 1967 State Legislature appropriated a sum of \$8,000 for the final phase of our athletic field, a project completed in May of 1968. The first portion of this multi-phased project began in 1960.

The schools continued to receive vital support through Title I of the Elementary-Secondary Education Act. Funds received during the biennium amounted to \$113,897.82. These funds were again utilized to augment our program to include psychological services, to enlarge and strengthen the orientation and mobility training program in the School for the Blind, and to provide a eurythmics program, a pre-school program and to refurbish and produce a more homelike atmosphere in the Food Services dining rooms. This type federal assistance was again augmented in the School for the Blind by the federal quota of materials made available through the American Printing House for the Blind, and the School for the Deaf continued to capitalize substantially upon the educational materials and supplies made available through Captioned Films for the Deaf.

The overall average enrollment, including programs for both the deaf and the blind, numbered 325 or an increase of 9.8 per cent over the previous biennial period. A proportionate increase in the number of staff members was made possible through adequate funding by the State Legislature and ESEA Title I funds. The professional qualifications level of the teachers in each school remained relatively constant. The school for the deaf faculty reached a milestone during the school year 1966-67 when the 100 per cent mark in professional qualifications was reached. Since the special qualifications level declined somewhat during the second year of the biennial period, it is evident that high professional qualifications and higher salaries seem

to parallel each other closely. This would then serve as an indication that teachers' salaries will need to be elevated substantially in the next biennium if a high level of professional excellence is to be reached and maintained.

Certain changes were accomplished to improve the quality of student guidance given by our dormitory staff. For the first time in its 72-year history, the dormitory in the School for the Blind was staffed with regular 40-hour per week employees. The number of hours required of counselors in the School for the Deaf was also substantially reduced.

The Food Services Division was also upgraded even though the workload increased. Meals were served on a nine-months basis, seven days per week. One and one-half new positions were added during the biennium. Both the Maintenance Division and the Janitorial Division received some relief with the addition of a new employee each. The additional assistance was offset by an increase in workload. Attention should be called to the fact that more than 80 per cent of the persons who served in non-teaching roles were very modestly compensated for their efforts. It is sincerely hoped that during the coming two-year period, some improvement will be realized.

In summarizing the operation of the schools during the past biennium, there is little question that the major change destined to have the greatest and broadest long range effect upon the two schools was the act which provided for separate campuses and facilities for each. The separation will give each of the schools its own identity and personality. We feel certain that the goal of separation wished for and worked for by a great many interested individuals in the state over a long period of years will produce the greatest impact for good upon both deaf students and blind students in the years which lie ahead. Two schools and two campuses represent another milestone and another dream come true.

In spite of the encouragement produced by recent developments which have resulted in appreciable upgrading of facilities, we are still cognizant of the fact that the degree of excellence which may be attained by any school is directly dependent upon those dedicated persons who serve the students in the classrooms. We are conscious of weaknesses in all divisions of our schools; however, we are buoyed with the everyday successes which have become evident and therein lies our hope for a brighter tomorrow in the education of deaf students and blind students in our state. As long as educational excellence is the goal, and the great majority of the staff members commit themselves to this end, gradual improvements are an inevitable result.

Accounts of the various departments and/or divisions are detailed in this report. The various heads, together with their individual staffs, develop the team work approach and shoulder the responsibility of providing an effective education for these two severely handicapped groups. Once again it is our privilege to commend them for their loyalty, devotion, and untiring efforts.

Our earnest appreciation is once more extended to the membership of the government body of the State Board of Education and its Chairman,

Mr. Lynn S. Richards; its Chief Executive Officer, State Superintendent Dr. T. H. Bell; its Deputy Superintendent, Dr. Walter D. Talbot, who has direct responsibility for our schools, and to the membership of the Governor's Advisory Council and its Chairman, Mrs. Vera M. Gec. All of the above mentioned have been most solicitous of our needs during the past biennial period and without their consistent support, our efforts to upgrade would be nugatory.

TERMS OF ADMISSION

The Utah Schools for the Deaf and the Blind are under the jurisdiction of the Utah State Board of Education. They were established for the education of all children in the State of Utah who are either visually or aurally handicapped to the extent that they cannot be properly educated in the public schools, but who are otherwise adequate mentally and physically. Pre-school deaf children are admitted on a day basis only at age two and one-half. Blind children may be admitted to the Kindergarten at age five.

Respectfully submitted,
Robt. W. Tegeder, *Superintendent*

UTAH SCHOOL FOR THE BLIND

Report of the Principal

Philosophy

The Utah School for the Blind shares the basic American educational philosophy that all citizens of our communities are entitled to qualitative educational opportunities. This includes those with sensory impairments for whom education and training in the public school setting is inadvisable or impossible. In order to provide realistic and practical training to visually impaired students, programs at the School for the Blind are designed to prepare students to meet the demands which society may make upon them when they are adults.

Many of today's young blind have handicapping conditions in addition to their blindness. An alteration in traditional philosophy and programming is necessary in order to accommodate the varying needs of these students. Extreme care in planning and an expanded and diversified staff are essential. An increase in medical, psychological, and referral services in addition to a shift from academic emphasis to programs oriented in social and living skills is also necessary. The needs and interests of students at the school demand an increasingly complex program and continually expanding services.

History

In 1894, the Utah State Legislature enacted a law which provided for the establishment of the Utah School for the Blind. By 1896, the school was in operation, sharing the former Territorial Reform School facilities, located in Ogden, with the Utah School for the Deaf. Although the two schools continued to share a common campus until January 1969, they are legally

separate institutions. Each has its own principal and its own academic and vocational programs. The schools have always been administered by the same board, however. The same superintendent supervises the schools and the same general laws apply to each school.

New Campus

Because of the work of the Citizens' Advisory Committee and recommendations of other study groups, plans were made to separate the campuses of the School for the Deaf and the School for the Blind. Moving in this direction, the 1965 State Legislature appropriated \$507,000 to the schools for the building project. Plans were made for the construction of



Resident students enjoyed a home like atmosphere in the dormitory on the new campus a classroom-dormitory complex on the land of the State Tuberculosis Hospital, located at Seventh Street and Harrison Boulevard in northeast Ogden. Before plans were solidified, however, the 1967 Legislature by the unanimous resolution of both houses, transferred the entire grounds and facilities of the hospital from the Department of Welfare to the State Board of Education for use as a new campus for the School for the Blind. The original appropriation was then approved for construction of a classroom-physical education building. Construction will be completed in January 1969. In addition to the construction of a new classroom-physical education building, the former hospital facilities have been renovated to provide living quarters for residential students. The new campus was ready for partial occupancy in the fall of 1967. The long awaited move to the new campus will be completed by January 1969.

Admissions

The school accepts applicants who are legally blind, who have limited peripheral visual fields, who have poor visual prognosis, or who have other visual conditions which restrict education in local public schools.

Academic Programs

The school continued to provide a wide variety of academic subjects to children from kindergarten through high school. The curriculum coordination modified and adapted approved state curricula to the needs of visually impaired students. In addition, she directed teaching efforts in order to maintain continuity and excellence throughout the school. Special care was taken to insure the broadest possible academic background for each pupil. Instruction was given in braille reading and writing, slate writ-



The broadest possible academic background is offered to students at the School for the Blind

ing, typing, handwriting, and other skills of communication in addition to those subjects prescribed by the state of Utah. The State Course of Study was followed in order to insure students the widest selection of classes and to facilitate the ease with which students transfers from school to school are made. This is a particularly significant consideration because almost all of the students at the school return to their own public high schools to complete the last two years of study.

Many field trips and additional experiences were provided to support and give special meaning to academic classwork. One of the most successful of these supportive activities was the noon "Stop and Shop" store which was operated by one of the math classes. Participants gained experience in purchasing, advertising, sales techniques, figuring of profit and loss, and budgeting.

Orientation and Mobility

A beneficial addition to the services of the School for the Blind during the biennium was the offering of skilled orientation and mobility training. The mobility specialist, who received training at Western Michigan University, worked nearly full time with individual students, teaching independent travel skills. In-service training was also carried on for staff members in this important area. Students are now better able to traverse the campus, shop downtown and at nearby shopping centers, and use public means of transportation.

Music

Practically all students had some type of musical training during the school day. Music in the lower grades was integrated with classwork; young children were heard singing about such things as bunnies, sledding, and the rain that they had been studying in the classroom.

Students were given the opportunity for private lessons in voice, organ, piano, and hand instruments. The school had a chorus and two bands which performed at various functions during the school year. The school dance band provided music for student dances.

A beautiful new organ was donated to students of the school by the readers of the Salt Lake Tribune. It and the seventeen pianos as well as numerous other musical instruments and record players found throughout the school, dormitory, and social center provided students with many hours of pleasure.

Resident Living

Approximately two-thirds of the students were resident students and were housed in the dormitory on the new campus. Services in this area were greatly expanded to offer more experiences for children and opportunity for leadership and responsibility. Dormitory counselors worked eight hour shifts with awake night coverage for better supervision of students. Through the dormitory program, social activities were planned for all ages and an atmosphere as near like the home as possible was maintained to insure a happy, growing group of children.

Living Skills

A program was developed in the dormitory which provided students with additional instruction in skills of daily living. It was felt that the skills of cleaning, self-care, and cooking, as well as proper table behavior, were very important to the total adjustment of students and needed reinforcement in a home-like situation. Extra evening cooking classes were held in addition to regularly scheduled home economics classes for both boys and girls.

Social Life

Many activities were planned by the school staff and dormitory personnel to give students the opportunity to learn social graces through actual experiences. The Student Council sponsored many informal functions such as "The Sock Hop," "Backwards Day," and "Charlie Brown Day." Various

types of dances were held including the formal "Spring Dance." In addition to school functions, classes planned and participated in birthday and holiday parties.

A highlight in the social program was the addition of the beautiful social center, El Cielito, which is located on the new campus. It provides the students with an attractive building where they can dance, listen to records, play games, visit, watch T.V., socialize with their friends, and prepare and purchase snacks.



"El Cielito" provided students with an attractive social center

Outdoor Education

Several days of outdoor education in the fall of the year became a part of the curriculum during the biennium. This was not an isolated experience, but was very much integrated with fall class work. Intermediate and secondary students spent three or four days in the rugged Utah hills studying at close hand outdoor living, area flora and fauna, and Indian and pioneer legend. Opportunity for growth in orientation and mobility, group living, and other areas of learning that could not take place in the classroom setting was provided. Students took part in much of the planning and work of the camp experience.

Pre-Vocational Training

Special care was taken to assess the interests and abilities of students in order to offer them classwork that could be of special value to them in a vocation or avocation. Hand crafts, drawing, language, home repair, electronics, homemaking, and typing were included in pre-vocational training as well as communication and social skills which are necessary in obtaining and keeping a job.

Summer Program

During the summer of 1968, the first summer session held at the School for the Blind offered older students instruction in orientation and mobility, social skills, and living skills. The four-week workshop, held at the new campus, offered many opportunities for growth in non-academic areas which are not readily available during the regular school year. Several guest orientors and other guest staff assisted in this workshop.

Staff Professionalism

The professional staff was composed of highly qualified people, dedicated to the important task of educating visually impaired youngsters. Teachers were required to hold regular teaching credentials from the state of Utah in addition to a special 42 quarter-hour certificate to teach the visually handicapped.

In-service training was also provided for the staff during the year. The school psychologist conducted course work through the University of Utah, and a special one-week workshop in teaching living skills was conducted during the summer of 1969. Our dormitory personnel had weekly in-service training sessions with their supervisor and the school psychologist. Suggested readings and other course work were also a part of the on-going training program.

UTAH SCHOOL FOR THE DEAF

Report of the Principal

Introduction

The 1964-1965 and 1965-1966 Biennial Report provided a basis for much of the planning of programs for aurally handicapped children who are educated at the Utah School for the Deaf. Many changes, however, have been realized during the last biennium. The educational and industrial arts programs have been significantly broadened and improved. Greater emphasis was placed upon programs for college bound students and students seeking intensive technical training. The increase in student enrollment necessitated an expansion of school personnel which allowed for more flexibility and sophistication in scheduling. A preschool program was established in the Extension Division and plans were made to establish a preschool at the Ogden campus in August, 1968. Federal funds allowed for teacher workshops; the development of a language curriculum, which benefits all levels of instruction offered at the school; summer programs in driver education, language, and reading; remodeling of the Food Services Building; and innumerable other projects and services.

One of the results of a period of growth and development is the definition of and clarification of new or formerly unexplored needs. Strides made during the last biennium have uncovered a number of such needs. Despite the growth of the school staff, one of the major problems confronting the school is the shortage of qualified teachers of the deaf. It is anticipated that

the need for trained personnel will become even more critical due to the increase of deaf children resulting from the recent rubella epidemic. In an effort to meet the already serious shortage, plans are being made to expand the deaf education student teacher training program which operates cooperatively through the University of Utah and the Utah School for the Deaf. The expansion of this program is considered a priority item at the school since recruiting teachers from out-of-state, even with the improvement of the present salary schedule, has been extremely difficult. It is also felt that an upgrading of the curriculum and instructional procedures needs to be realized. An extension of the present limited psychological services is also planned, as well as the addition of a full-time counselor.

Admission

The Biennial Report for 1964-1965 and 1965-1966 outlined the standards for admission to special education classes for the deaf on pages 25-26 and will, therefore, not be restated here. These requirements have not been changed with the exception that students may now be admitted to the preschool program in Salt Lake City at two and one-half years of age.

Enrollment

As was the case in the previous biennium, the school enrollment continued to grow. The total student enrollment for 1966-67 was 241. Of this total, 45 students lived within the vicinity of Weber County and were able to commute home each day. This represented a 5.6 per cent increase in enrollment from the previous year. Twenty-three of these students were from Alaska, Wyoming, and Nevada. The total enrollment in the Extension Division numbered 72 students.

The 1967-1968 school enrollment was 255 students. Of this total, 42 lived within the vicinity of the Weber County area and were able to commute home each day. Twenty-three of these students were from Alaska, Wyoming, and Nevada. The total enrollment in the Extension Division numbered 78 students.

Academic Programs

The school continued to function under the dual track program which was described at length in the 1964-1965 and 1965-1966 Biennial Report, pages 26, 27, and 28. It will, therefore, not be restated here.



A program correlating language, speech, and reading skills was emphasized

During the summer of 1967, a committee of trained teachers of the deaf prepared a language curriculum which is presently being used throughout the school. It gives great emphasis to the importance of language teaching in all subject areas. In keeping with this, a program of correlating language, speech, and read-

ing skills with the subject matter content of social studies and science was emphasized. This program was felt to be of particular importance in helping students to form habits of carrying over skills learned in such areas as speech or reading into all learning experiences.

Inservice Training

The entire faculty participated in a Media Workshop conducted after school twice weekly from January through May, 1967. Mr. Gerald Pollard, a representative from Captioned Films for the Deaf, conducted the workshop, and assisted teachers in the classroom and in the preparation of materials in the Instructional Media Center. Teachers learned many ways to prepare and use media which they employed with great satisfaction and success in their classrooms. Each teacher of the school was provided with an overhead projector, a slide projector, and tripod and overhead screens. These machines and other media supplies, provided by Captioned Films for the Deaf, have been used extensively by teachers and have played an important role in upgrading the quality of instruction in the school. Creative and efficient use of media was emphasized throughout the Media Workshop.

Reports, Evaluations

A new report card and parent-teacher conference evaluation forms were developed for the oral, simultaneous, and extension rotating classes during the 1967-1968 school year. A great deal of paper work formerly required of teachers and office staff was eliminated with the new forms, as well as much of the possibility of error through copying information from one form to another. Plans are underway to revise the present filing system so that it, too, may be handled more efficiently and with more compactness.

Recommended Teacher Standards

After March 1, 1967, the State Board of Education will issue two certificates for teachers of deaf pupils — a basic professional certificate through either of two tracks and a professional certificate in addition to standards currently in effect. Either certificate will be issued for service from kindergarten through grade 12. Both certificates, the basic professional certificate and the professional certificate, are valid for five years and will be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

A. A *Basic Professional Certificate* for Teachers of Deaf Pupils will be issued through two tracks—*Track I* (regular elementary or secondary certificate not required) and *Track II* (regular elementary or secondary certificate required). The following requirements will apply to this certificate at either level — elementary or secondary.

1. Applicants for the basic professional certificate through *Track I* must complete a bachelor's degree. As part of completing the requirements for the bachelor's degree and as part of a fifth-year program they must present evidence:
 - a. That they have completed the general educational programs pre-

scribed by an approved institution of higher education.

- b. That they have completed not less than 34 percent (62 quarter hours) of the total credits earned in approved subject matter appropriate to teaching fields. Subject matter teaching majors or minors will not be required to teach at the secondary level.
 - c. That they have completed approved programs in professional education and specialized training in the education of the deaf of not less than 33 percent (60 quarter hours) of the total credit earned for graduation including student teaching and psychology related to the processes of learning. Of the total credit earned for graduation, it is recommended that 39 quarter hours be in specialized preparation.
2. Applicants for the basic professional certificate through *Track II* must present evidence of the following:
- a. Bachelor's degree
 - b. An elementary or secondary teacher's certificate
 - c. Specialized preparation—course work, practicum and/or internship (39 quarter hours, 26 semester hours).

The minimum of 39 quarter hours (26 semester hours) of approved specialized training required of teachers at the post Baccalaureate level qualifying for the basic professional certificate in the area of Special Education shall include work in each of the following categories.

- (1) The teaching of speech to the deaf (Recommended minimum 6 quarter hours)
- (2) The teaching of language to the deaf (Recommended minimum 6 quarter hours)
- (3) Methods of teaching elementary school subjects to the deaf (Recommended minimum 6 quarter hours)
- (4) Methods of teaching speechreading (lipreading) to the deaf and hard of hearing. (Recommended minimum 3 quarter hours)
- (5) Audiology including training and hearing aids (Recommended minimum 3 quarter hours)
- (6) History of the education of the deaf and guidance and counseling of the deaf (Recommended minimum 3 quarter hours)
- (7) Anatomy physiology and pathology of the ear and vocal organs (Recommended minimum 3 quarter hours)
- (8) Observation and practice teaching of deaf children in programs approved for this purpose (Recommended minimum 9 quarter hours)

B. A *Professional Certificate* for Teachers of Deaf Pupils will be issued upon the recommendation of a teacher preparation institution to applicants who present evidence of the following

1. That he holds or is eligible to hold the basic professional certificate for teachers of deaf pupils.
2. He has completed not less than three years of successful teaching experience verified as being successful by two appropriate administrative

or supervisory personnel.

3. Evidence that he has completed a fifth year of study and has received a master's degree or completed 55 quarter hours in an approved program.

Professional Certificates will be valid for five years, and may be renewed upon presentation of:

- a. Nine quarter hours of prior-approved college credit, or
- b. The equivalent of nine quarter hours of prior-approved combinations of college credit, research projects, travel, work experience, or other professional activities; every other renewal (2nd, 4th, 6th, etc.) must conform to Number 1, except that,
- c. Teachers holding Utah Professional Certificates who have fulfilled the specialized training requirements in an area of Special Education and have completed thirty years of successful service, or teachers holding Utah Professional Certificates who have completed fifteen years of service at age fifty-five, may renew the certificates upon the recommendation of the employing school districts, accompanied by plans for professional improvement, which may include prior-approved combinations of college credit, research projects, travel, work experience, and other professional activities.

Preschool Program

On November 1, 1966, preschool services for hearing impaired children were initiated at the Extension Division in Salt Lake City. The preschool classes were held at Primary Children's Hospital.

Seventeen children were enrolled in the program. Eight children between the ages of four and five years were enrolled in a three-hour, five-day-per-week preschool class. To execute this service, one part-time child development specialist, Mrs. Susan H. Kemp, a graduate of Utah State University, and one part-time teacher of the hearing impaired, Mrs. Sabey Pingree, a graduate of Gallaudet College, Washington, D.C., were employed.

The remaining nine children under four years of age were seen on an individual basis by a part-time teacher of the hearing-impaired, Miss Sharon M. Nawrocki. Miss Nawrocki also assumed the position of Curriculum Instructor of the Extension Division.

Informal discussions were held by staff members with the parents of the preschoolers. At this time basic problems in child development were discussed. More formal education classes were held monthly during the evening hours at which time the nature and implications of a hearing impairment were discussed. Specialists in the areas of hearing testing, language development, psychological adjustment, etc. were guest speakers.

In 1967-1968 the enrollment in the preschool program increased to twenty-five students, three and four years of age. As a result, it was expanded to a full-day program, five hours, five days per week. Mrs. Barbara Hadfield was hired as an additional specialist in child development. Mrs. Hadfield received her degree from Caldwell College, Caldwell, New Jersey,

and had taught four years before joining our staff. Mrs. Claire Spencer was hired as an aide in the preschool. Miss Nawrocki assumed a full-time position as therapist.

Experiences were provided in the preschool for the total development of the children. Individual language tutoring was given to each child every day by a trained teacher of the deaf. In addition, intensive parent education classes were conducted by the preschool staff.

Primary Department

The 1966-1968 school years were especially noteworthy as the years in which a curriculum coordinator for the primary department was added to the staff. Mrs. Kristine McGhie, formerly a supervisor at the New York School for the Deaf, White Plains, New York, and a teacher at the Lexington School for the Deaf, New York, assumed the role of curriculum coordinator and introduced several programs to upgrade the quality of instruction in the Primary Department.

Mrs. McGhie conducted classes in the teaching of speech for the Primary Department teachers. These classes consisted of both instruction and demonstrations. Children with difficult speech problems were given individual speech assistance by both Mrs. McGhie and the teachers as a part of these inservice training sessions.

During the 1966-1967 and 1967-1968 school years, many new educational and creative materials were provided for the children. Additional workbenches and tools were provided for children with severe learning problems. Many new textbooks were added to the reading, science, and social studies programs. Science equipment, especially equipment of a simple nature which could be used daily by the children, i.e., magnets, magnifying glasses, small microscopes, thermometers, etc., was purchased and placed in each classroom. Extensive materials for the development of premeasuring and measuring skills were introduced.

An enriched reading program was introduced. This program involved the use of more kinds and a greater scope of reading materials. Several supplementary reading series were introduced. These were designed to develop reading skills in close correlation with those skills being developed through the Scott Foresman basal reader series. Classroom libraries were created from those basal reader, social studies, and science series which had been used in the past but were not in current use in the school. Story and picture books were also a part of these classroom libraries and were selected on the basis of their appropriateness for the age and reading level of each class. A greater variety of methods for teaching reading were introduced. More emphasis was given to developing reading readiness and to developing reading skills through student-teacher created experience stories. Dramatization of basal reader stories was emphasized and was used as the basis for modifications of basal reader materials created and written by the children. Attempts were made, through the use of dramatization, to make basal reader stories more concrete and more thoroughly integrated with the experiences of the children. Great emphasis was given to develop-

ing reading skills through language, social studies, and science experiences.

The Wirtz method of teaching arithmetic was found to be inadequate to meet all the arithmetic needs of the children, and the Addison Wesley, *Elementary School Mathematics* Series was introduced in its stead. This program, while still basically a modern mathematics approach, was found to also incorporate some elements of traditional math which seem to be more effective for the children. The Wirtz method and workbooks were still used as supplementary materials when they were considered appropriate to the needs and abilities of the children. The lower grades also used the Stern method of teaching arithmetic, and this seemed to be functional. Emphasis was also given in the lower grades to the development of precomputative and premeasuring skills.

In 1966, Mrs. Lynda Holdaway, a graduate of the teacher training program, joined the staff as the teacher of an Association Method class. Miss Patricia Scott, formerly of the Hosford School in Portland, Oregon, took over Class 2, replacing Mrs. Aleen Jones who consented to serve as Curriculum Coordinator of the Oral Department of this school. Mrs. Karine Christopulos, formerly an Association Method teacher replaced Mrs. Isabella Thatcher as the teacher of Class 5. Mrs. Thatcher was transferred to the Oral Department. Mrs. Helen Robinette replaced Mrs. Justine Seamons, who was transferred to the Provo Extension Division, as the teacher of Class 5. Miss Sherma Johnson took over the duties of teaching Class 4 from Miss Shirley Porter, who left our school to join the faculty of the Montreal Oral School for the Deaf in Montreal, Canada. Both Mrs. Robinette and Miss Johnson were graduates of our teacher training program.

The 1967-1968 school year also saw several changes in personnel. Miss Nancy Bennett was transferred to the Salt Lake Extension Division and her position as kindergarten teacher was filled by Miss Lynda Archer. Miss Shirley Porter returned to our staff as the teacher of Class 1. Mr. Bert Chaston, another graduate of our teacher training program, joined the staff as the teacher of Class 6. He replaced Miss Sherma Johnson who moved to the East. Mrs. Helen Robinette also left to join her husband in Michigan, where he was studying for an advanced degree in audiology.

Many excellent programs were produced by the Primary Department.



The Primary Department chorus performed in the Easter Showcase

Teachers prepared and conducted excellent speech assemblies monthly. A Christmas program, "The Spirit of Christmas," was prepared by all the children in the department and presented to parents and other students. This program was particularly noteworthy for introducing a chorus, composed of the entire Primary Department, which sang Christmas carols. Parents, teachers, administrators, and students all found this presentation to be an outstanding example of the kind of speech, rhythm, and musical skills our children can gain through extensive auditory training activities. The primary department chorus performed again in the Easter Showcase, a program presented by all the departments of the school.

Many field trips were taken by each of the classes in the department. These trips were planned, taken, and followed up in accordance with the instructions in the 1967 edition of the Utah School for the Deaf Language Curriculum. Field trips were taken to the zoo, farm, bakery, fire department, post office, pet shop, cemetery, canyon, store, city and county building, park, theater, dairy, and local college. Activities such as fishing, picking and buying pumpkins, buying Christmas trees and presents, visiting apartment buildings, visiting local public elementary schools, touring local businesses and factories, and visiting Lagoon were pursued.

The need for a preschool program in Ogden was clearly defined by the curriculum coordinator and the principal, and plans to provide one for the 1968-1969 school year were set in motion.

A carefully planned physical education program was introduced. This program brought several classes together to learn the games and activities in which small numbers of children cannot successfully participate. Developing cooperation and sportsmanship, learning the rules and skills of the games, and developing physical fitness were emphasized.

Simultaneous Department

Since the inception of the dual track program in 1962, enrollment in the Simultaneous Department has decreased. Under this program, parents may elect to have their child educated in either the Simultaneous or the Oral Department after the child's sixth year in school. Because both departments must be maintained in order to provide the type of education desired by parents, there was growing concern at the possibility of one department becoming weakened due to insufficient enrollment.

This decrease in enrollment limited the kinds of activities in which the department could participate. Dances, for example, were almost impossible to hold. In consideration of this, the first dance held in conjunction with the Oral Department was given in April, 1968. This social event was very worthwhile for students in both departments.

Students participated in monthly socials under the direction of the self-supporting student council. Mr. Thomas Van Drimmelen and Mrs. Dora Laramie directed the activities of this organization. The outstanding events were the annual Christmas party and the annual steak fry. The highlight for officers and advisors of the student council was the dinner held in their honor at one of Ogden's finest restaurants. This event is de-



The Simultaneous Student Council planned monthly socials

signed to expose students to social situations in which particular behavior is required. It was hoped that such social experiences would not only expand the students' social awareness but would also stimulate their interest and ease in such social situations.

In addition to numerous social events, students participated in field trips which reinforced academic work with practical knowledge. Trips were taken to Pioneer Village and Hoogle's Zoo in Salt Lake City, to the new library in Ogden, etc.

The most memorable event for many students during the 1966-1967 school year was the trip to the Idaho School for the Deaf in Gooding, Idaho. Students participated in athletic events and renewed acquaintances in a weekend of well-planned social activities. The girls lost in the basketball and volleyball tournaments, but the boys' junior varsity and varsity basketball teams were able to win. The Idaho School for the Deaf returned the visit during the 1967-1968 school year. The girls again lost in basketball, and the boys were again victorious. Students from both schools enjoyed each other's company at a dance following the basketball games.

The Simultaneous Department participated actively in the Parent-Teachers Association during the biennium. Among the outstanding meetings was a round table discussion in which parents and teachers joined. Later that same year, a demonstration in nursing was presented to the Association.

During the 1966-1967 school year, three students were successful in completing the Driver Education course which was conducted by Mr. Glen Peterson after the regular school day. These students were Leo Duran, Robert Morton, and Bridget Laramie. The 1967-1968 school year graduated more students in Driver Education than in any previous year. Mr. Glen

Peterson conducted the class prior to the beginning of the regular school day. Students who completed the course were Raymond Monson, Henry Armijo, Randall Furlow, John Holt, and Frank Krohn.

Several students received on-the-job training at the Internal Revenue Service and the United States Department of Forest Service during their last years at the school. Students who trained at the Internal Revenue Service were Bruce Van Kampen, Gaye Collins, Nellie Sausedo and Renee Hallett. Those receiving on-the-job training with the Department of Forest Service were Renee Hallett and Marsha Thurston. Bruce Van Kampen, Nellie Sausedo, and Gaye Collins were placed at the Internal Revenue Service Center in Ogden.

There were no changes in teaching assignments during the 1966-67 school year. Two teachers, however, did not return for the 1967-1968 school year. Mrs. Loretta Maynard left school to teach at the Clearfield Elementary School. Miss Dorothy Linden resigned to get married. Her home is now in Idaho Falls, Idaho.

The 1967 and 1968 graduating classes were among the largest to leave the school. The 1967 graduates included Robert J. Alvey, Gaye Collins, Steven Cornwall, Renee Hallett, Nellie Sausedo, Marsha Thurston, Bruce Van Kampen, and A. Markley Wilkin. The 1968 graduates included Linda Berness, Ronald Barker, Arlene Tanner, Leo Duran, Sandra Bisignano, and Bobby Morton.

Intermediate and Oral Departments

The 1966-1967 school year introduced a number of new faces to the Intermediate and Oral Departments. Four graduates from the training program, which is offered cooperatively by the University of Utah and the Utah School for the Deaf, joined the teaching staff. They were Mr. Milo Bishop, who taught speech, reading, and English in addition to serving as head coach in basketball and assistant coach in football; Mr. Boyd Nielsen, who made his contribution in the areas of science, mathematics, and physical education; and Miss Sandra West, who taught physical education, health, literature, and homemaking. Miss West became Mrs. Milton Thackeray during the Christmas holiday.

Mr. Robert Van Dyke returned to the Utah School for the Deaf after spending the previous year at the Clarke School for the Deaf. While there, he obtained a Master of Education Degree from Smith College. Mr. Van Dyke coached the football team and assisted with basketball and track in addition to teaching classes in language, speech and electricity.

Mr. Duane Harrison's assignment was changed from curriculum coordinator to part-time teacher and part-time director of the teacher training program so that he might have a greater amount of time to devote to the training program. Mrs. Aleen H. Jones was transferred from the Primary Department to fill the vacancy as curriculum coordinator. She taught part-time in the Intermediate Department as well. In addition to the above changes and additions, several teachers from other departments taught one or two periods to assist with the teaching load.

We missed the services of Mr. Steven Mecham who becomes principal of the Montreal Oral School for the Deaf; Mrs. Janice Taylor, who transferred to the Extension Division Classes for the Deaf in Salt Lake City; Mrs. Amalia Roberto, who accepted a position in California; and Mrs. LaRae Warner, who took up duties as a housewife.

A change in organization took place when the Intermediate Department was created for the oldest class in the Primary Department and the younger classes in the Oral Department. This division allowed the younger students to participate in a partially rotating department and to be given activities and experiences more nearly adapted to their age level. It allowed them to feel that they had progressed beyond the Primary Department, but they were not expected to participate with students who were much older. Since students now remain in school until they are twenty-one years of age, it was felt that the age span was too great to keep all the students who had completed primary grades in one department. Mrs. Isabelle Thatcher and Mrs. Karine Christopulos moved from the Primary Department to assist in the Intermediate Department.

Along with this division, student organizations were also effected. Classes who had students, the majority of whom were under fifteen years of age, were included in the junior student council. Classes with students fifteen years and older were in the senior student council.

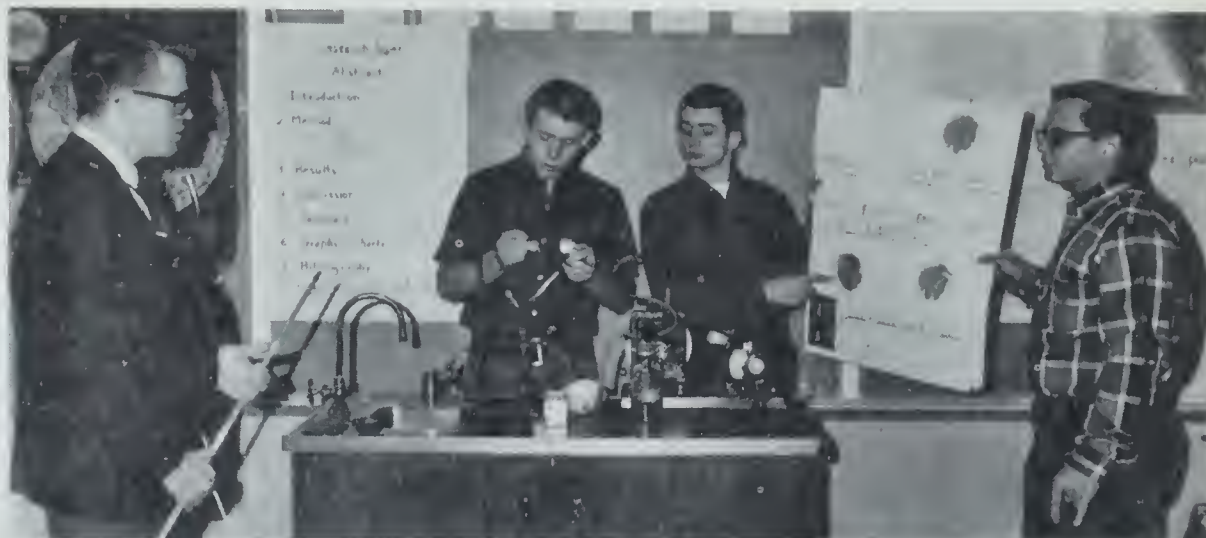
The studentbody supported athletic events which were held at the school. On several occasions the students were permitted to travel to different schools for games. For the first time a pep club was organized which performed at half-time at football and basketball games. The club was directed by Mrs. Thackeray.

The Oral Department presented the Christmas program for parents, students and friends of the school. Each class participated in dance, song and dramatization to show the origin of the customs associated with Christmas in the presentation, "What Christmas Means." In addition to presenting the Christmas program, the girls in the homemaking classes prepared special Christmas goodies which they took to a nursing home for the patients' enjoyment.

During the year a speech club was organized for the purpose of encouraging students to use and improve their speech. Mr. Boyd Nielson and Mr. Richard Snow were the advisors. They had a number of socials in addition to their weekly club meetings. One of the outstanding events was an exchange with students from Roy High School. A group of students from Roy High spent one day visiting the school as guests of the Speech Club members. The following day the Speech Club members, as guests of the Roy students, visited classes and followed their schedule throughout the day.

Classes 14 and 15, under the direction of Mr. Boyd Nielson, participated in the Regional Science Fair at the Weber State College. Their projects explained the embryonic development of the chick and demonstrated Pasteur's experiment with spontaneous generation. The classes received an honorable mention for their efforts.

Jerry Roach and Ricky Orlandi were selected to be among the contestants from Region 5 to participate in the state Class B Speech and Drama Festival in the pantomime contest at Brigham Young University.



Science experiments are an integral part of the curriculum

Joyce Hunt and Kathleen Allen served on the Teen Panel for the Z.C.M.I. Department Store. Joyce's picture appeared in a national magazine in conjunction with this.

A number of field trips were taken to such places as Geneva Steel Mills, the Weber County Jail, a hatchery, Pioneer Village, Weber Basin Filtration Plant, Bingham Copper Mine, Hercules Powder Company, a fish hatchery and a shale plant. Several groups went to the Capitol Building in Salt Lake City to see the legislature in session.

Students assisted with the sale of tickets to the Utah State University Variety Show which was presented as a money raising event by the Parent-Teacher Association. Drew Foley and Edward Hofseth received prizes for their diligence and salesmanship.

In April, Mrs. Aleen Jones represented the school at the Symposium on Research and Utilization of Educational Media for Teaching the Deaf at the Nebraska Center for Continuing Education.

An active Girl Scout troop, directed by Miss Lynda Patton, went roller-skating, swimming and had a cookout. They were guests of Troop No. 126 at a dinner party given in the spring.

Mr. Burt Chaston, one of the student teachers in training at the school, directed the Boy Scouts. In addition to the regular troop meetings, they went roller-skating, swimming and on an overnight camping trip to the Meadows in South Fork Canyon.

Class II attended a performance of a melodrama in Park City. Then they wrote and presented their own melodrama to the rest of the school.

The only graduate from the Oral Department at the end of the 1966-1967 school year was Thomas Osmond. At the same time, Mrs. Helen Farrar retired from the teaching staff after many years of valuable service to deaf children.

In the fall of 1967, Mr. Robert Van Dyke moved to Montreal, Quebec, Canada, where he became assistant principal of the Montreal Oral School for the Deaf. Mrs. Sandra W. Thackeray transferred to the Extension Division in Salt Lake City and Mrs. Karine Christopulos returned to the Primary Department. Mr. Milo Bishop was appointed to do research for the school concerning the advantages of various types of group hearing aids; he taught in the Oral Department on a part-time basis as well.

From the teacher education department the following teachers joined the staff of the Intermediate and Oral Departments in 1967-1968: Mrs. Legia Johnson, who taught the youngest Intermediate class and directed the girls in physical education and pep club; Mr. John Andersen, who served as head coach in basketball and assisted in football and taught social studies and science; and Mr. Calvin Cragun, who taught mathematics, speech, and was head football coach and assistant basketball coach.

Miss Jeri Parker taught reading, language, and science in the Oral and Intermediate Departments in addition to helping with the projects for which government funds were being used. Miss Parker had taught a class of hard of hearing children in Montreal, Quebec, the previous year.

During the year, Oral Class VII again participated in the Science Fair under the direction of Mr. Boyd Nielsen. The class placed second in the medical division at the Regional Fair held at Weber State College. Their entry concerned an experiment to determine the effect of alcohol on the endurance of white mice. They were entitled to take their exhibit to the State Science Fair at the University of Utah. Although all the class helped with the experiment, only one student could participate at the University. Julene Yazzie was selected to represent her class. She received a superior rating and a trophy for her presentation. The demonstration was repeated on the school's annual Easter program which was presented for the parents and students.

Scott Allred and Debra Chatlin, Linda Snodgrass and Nancy Christensen, Brent LeFevre, and Stephen Lybbert participated in the Regional Drama Festival in the pantomime competition at Weber State College. Three pantomimes (the most that can be chosen from one school) were selected to go to the state meet. They were Stephen Lybbert, Brent LeFevre, and Debra Chatlin and Scott Allred. At Brigham Young University Debra and Scott received superior ratings, Stephen rated excellent, and Brent was rated good. These three acts were also presented as part of the "Easter Showcase."

The Speech Club continued to function under Mr. Nielsen and Mr. Snow. Some of their outstanding activities included participating in a Thanksgiving Banquet in the Home Living Center, taking baskets to needy families and singing carols in December, attending a play at the Weber College Theatre, and having dinner at a restaurant followed by an evening of bowling and swimming.

During the 1967-1968 school year, the Boy Scouts, directed by Mr. Burt Chaston and Mr. Douglas Carpenter continued to function. They were

assisted by student teachers Alfred White and Robert Moulton. They went on a camping trip in October, followed by a hike organized by the Lake Bonneville Council. Later they had a swimming party with the Girl Scouts. In February they tried winter camping at Camp Kiesel. They also participated in camping again in May.

Two Brigham Young University students, Miss Linda Bullock and Miss Janette Kazucki, presented an assembly concerning the arts and culture of Japan to several groups of students from the Oral, Intermediate, and Simultaneous Departments. They repeated the program several times so that the groups attending could be small enough in number to see and participate.

Once again there were a large number of field trips taken by these two departments. The science classes made several trips to Hill Air Force Base to visit various installations which related to subjects being studied at the school. Hansen's Planetarium was visited by Oral Class 7 and Intermediate Class I science classes. Tours of the new county library, the jail, a dairy, Western Union Telegraph office and the Internal Revenue Service were taken by several groups.

Suzanne Cain received the Utah Adult Deaf Achievement Award at graduation exercises. Graduating were Suzanne Cain, Carol Capsul, Wayne Kitchen, Richard Kunkel, Gregory Rathbun, and Randall Sobieski. This was the largest group of students to graduate from the Oral Department.

Extension Division

The Extension Division, located in Salt Lake City, has grown steadily since its organization in the fall of 1959. Enrollment has increased from six to seventy-eight students in the nine years that the Division has been in operation.

During the 1966-1967 school year, there were seventy-two students enrolled in the Extension Division, a 4.6 per cent increase over the previous year. The Division was comprised of twelve classes for the acoustically



**STUDENTS
AT
SOUTH HIGH SCHOOL
ENJOYED NEW
SCIENCE EQUIPMENT**

handicapped. All but one of these classes were housed in public school facilities within the Salt Lake City School District. The eleven classes located in Salt Lake City included four classes at Glendale Park Elementary School, four classes at the Lafayette Elementary School, one class at Jordan Junior High School, and one class at South High School. In addition to these classes for the deaf, a class for hard of hearing children was taught at the Emerson Elementary School. One class was located at Joaquin School in the Provo School District.

Miss Rita Donaldson left the teaching staff to return to Texas, and Mrs. Justine Seamons transferred from the residential school in Ogden to Provo, Utah, in order to instruct the Extension class offered there. Miss Margot Butler was appointed curriculum coordinator of the Extension Division. At mid-year, Miss Sharon Nawrocki assumed this position until the close of the school year. Miss Susan Meeker assumed teaching responsibilities with Class II. Miss Meeker was a graduate of the Lewis and Clark Teacher Training Program which is located in Portland, Oregon. Miss Nancy Hurle, a graduate of the University of Utah teacher training program, took over the responsibility of teaching the Association Method (a highly structured approach for multiply involved children) to eight and nine year old students. Mrs. Janice Taylor, also a graduate of the University of Utah training program, became the new teacher at Jordan Junior High School. The hard of hearing class was conducted by Mrs. Colleen Thompson and Mrs. Colleen Bitter. Both of these teachers resigned at the end of the school year to give full attention to their families.

During the 1967-1968 school year, there were seventy-eight students enrolled in the Extension Division. These students were instructed in nine classes which were located in five public school facilities within the Salt Lake City School District. These included three classes at Glendale Park Elementary School, three classes at Lafayette Elementary School, one class at Glendale Junior High School, one class at South High School, and one class for the hard of hearing students at Emerson Elementary School.

The staff increased from eleven to twelve teachers during 1967-1968. This increase permitted the establishment of the preschool program at Primary Children's Hospital. This program is described in the Primary Department section of this report. The Extension Division staff has grown from a single teacher in 1959 to a teaching staff of twelve. A full-time receptionist-secretary, Miss Karen Lundberg, was added to the staff in 1967.

A number of staff changes were made at the beginning of the 1967-1968 school year. Miss Nancy Bennett was transferred from the Ogden campus to the Extension Division where she taught Class III. Mrs. Sandra Thackary was transferred to Glendale Junior High School, and Mrs. Nancy Payne replaced Mrs. Patricia Francis at South High School. Mrs. Francis left the state to teach at the Mystic Oral School in Mystic, Connecticut; Mrs. Ted LeBeau assumed teaching duties with the hard of hearing class. She acted as a substitute teacher throughout the school year since the services of a trained teacher could not be procured.

In order to provide hearing impaired students with experiences comparable to those had by hearing students, Extension classes were housed in public school facilities. This allowed deaf students to integrate with hearing children both in the classroom and on the playground. Some twenty deaf students were integrated into one or more "regular" classes during the school day. One Extension student was integrated full-time. The special education teacher acted as a resource person, working closely with the regular teacher in helping hearing handicapped students to succeed in the public school environment. Social integration was achieved to some degree by all students inasmuch as they participated with their hearing peers in playground activities, assemblies, field trips, and other special activities in addition to eating with them in the lunchroom.

Many new textbooks were provided for the Extension Division during the biennium. These included texts in reading, science, and social studies. New science equipment was also added to the program in an effort to upgrade instruction and increase the efficiency of the classroom teacher. Title I federal funds, discussed in detail in another section of this report, provided for numerous improvements. Among these was the addition of a summer reading program to the curriculum.

The greatest concern of those associated with the Extension Division at the close of the 1967-1968 school year was how to provide facilities and personnel to accommodate the influx of two and one-half year old children who were born deaf as a result of the recent rubella epidemic. It was also felt that in addition to expanded facilities, a full-time curriculum coordinator was needed to supervise the Extension staff.

Physical Education and Athletic Programs

The Utah School for the Deaf continued to be a member of the Utah High School Activities Association. The school has been a member of the association since 1963. As a member, the school participated in such activities as basketball, wrestling, track and field, pantomimes, mono acting, cheerleader clinics, regional commercial meets, and photography clinics.

The school participated in the eight-man football league in Wyoming for the first time during the 1966-1967 school year. Schools in this league include Big Piney, Dubois, Lyman, Cokeville, and Mountain View.

During 1966-1967, Mr. Robert Van Dyke served as head football coach. Mr. Milo Bishop and Mr. Richard Snow were his assistants. Since the sport was relatively new to the boys, major emphasis was placed on fundamental aspects of physical conditioning and sportsmanship.

Since it was not known in advance in what league the school was going to play, or whether the school would be admitted to a league, funds were not appropriated to supply equipment for the football team. As a result, equipment was very limited.

During the 1967-1968 school year, Mr. Calvin Cragun was appointed head football coach and Mr. John Andersen and Mr. Richard Snow were assigned as assistant coaches.



Gymnastic plays an important part in athletic training

FOOTBALL SCOREBOARD

1966-1967

U.S.D.— 7	Mountain View—72	U.S.D.—28	Big Piney—48
U.S.D.— 7	Cokeville—49	U.S.D.—33	Lyman—47

1967-1968

U.S.D.— 6	Mountain View—32	U.S.D.— 6	Lyman—33
U.S.D.—12	Cokeville—60	U.S.D.—36	Big Piney—36
U.S.D.—21	Big Piney—42	U.S.D.—12	Dubois—15

Upgrading the caliber of basketball at the Utah School for the Deaf was a main objective of the coaching staff during the biennium. One of the major gains was the acquisition of more and better equipment.

The most significant event of the 1966—1967 school year for the basketball team and staff was the new basketball alignment in Division III which gave the school more flexibility in playing with schools comparable in size to the Utah School for the Deaf. These schools included Tintic High School, Dugway High School, Wendover High School, and St. Francis High School.

The school continued to press the case for having the Board of Directors of the Utah High School Activities Association review the possibilities of waiving the nineteen year old age limit for basketball players for schools with handicapped students. The school is anxious to use its athletes until

the time of graduation, which is normally when they reach twenty-one.

BASKETBALL SCOREBOARD

1966-1967

U.S.D.—40	St. Josephs—94	U.S.D.—32	St. Josephs—82
U.S.D.—24	Grantsville—90	U.S.D.—39	Grantsville—100
U.S.D.—29	Dugway—58	U.S.D.—38	St. Marks—54
U.S.D.—23	St. Francis—44	U.S.D.—73	Idaho School for Deaf—33
U.S.D.—32	St. Marks—43		

1967-1968

U.S.D.—38	Cokeville—88	U.S.D.—68	Tintic—71
U.S.D.—40	North Rich—89	U.S.D.—37	Clearfield—66
U.S.D.—66	Manila—59	U.S.D.—60	Wendover—70
U.S.D.—51	Lyman—64	U.S.D.—71	St. Francis—98
U.S.D.—39	Wendover—89	U.S.D.—49	Dugway—78
U.S.D.—33	Big Piney—55	U.S.D.—45	Big Piney—57
U.S.D.—54	St. Francis—66	U.S.D.—89	I.S.D.—27
U.S.D.—53	Clearfield—73	U.S.D.—61	Tintic—76
U.S.D.—35	Dugway—81		

Mr. Jerry Taylor acted as head track coach during the biennium. Mr. Burt Chaston was his assistant. The construction of a new track and field, which was ready for use at the beginning of the 1967—1968 school year,



Utah School for the Deaf thinclads prepare for track action

greatly enhanced this program. The total cost of construction was \$13,000; the project was financed by Title I funds. The track is one quarter of a mile in length. It has a solid curb with a rounded top surface two inches above the track level. A lawn sprinkling system was also installed on the football field.

The school continued to search for ways to allot more time for athletics. Conflicts in scheduling arose with the initiation of an intensive industrial arts program. It is hoped that future schedules will permit athletes to practice a comparable amount of time to that of athletes in hearing schools.

Library and Instructional Materials Services

Under the direction of Mrs. Agnes Orr, who served as part-time librarian during the biennium, the book collection of the school was increased by one thousand volumes. Increases in media were outstanding as well. Captioned Films Services, an agency of the Department of Health, Education, and Welfare, supplied the school with innumerable multi-media instructional materials designed specifically for instructing deaf children. In addition to materials, many pieces of equipment were given to the school by Captioned Films Services. Every teacher was supplied with a wall screen, a tripod screen, an overhead projector, and a filmstrip projector. Items supplied to the school by Captioned Films Services are listed below:

2 kodak carousel slide projectors	16 8 mm film loops
2 8 mm projectors	175 transparencies
1 16 mm projector	2 thermofax machines
56 filmstrip projectors	2 dry mount presses
43 overhead projectors	43 wall screens
85 16" and 30" carts	46 tripod screens
319 16 mm films	2 photo flats
2 super 8 technicolor projectors	

Captioned Films also provided the school with the services of a media specialist for a six month period. Mr. Jerry Pollard, representing this agency, oriented teachers to the creative and efficient production of media and its uses in the classroom. He remained in the school from January to June, 1967, assisting in a summer language workshop in addition to his regular responsibilities. His services to the school were felt to be so valuable that consideration is presently being given to adding a full-time media specialist to the staff.

The school's library now contains approximately 3,500 volumes. This is half the number recommended by the American Library Association for schools having an enrollment of two hundred. The school subscribes to forty magazines and three daily newspapers.

Nearly all purchases for the library, with the exclusion of supplies and professional materials, have been purchased through government funds, such as the National Defense Education Act and the Elementary and Secondary Education Act Titles. Library Services Title IV A, directed by the Utah State Library Commission, made available to the School \$5,000 with which to purchase library materials. The bulk of this amount was used to obtain additional books. Filmstrips, 8 mm super 8 loops, and 2 x 2 slides were also purchased.

Library storage additions included two film racks to shelve 16 mm captioned films and six-shelf wooden book stacks. In addition to these improvements, the library was repainted in the summer of 1968.

The following items are under consideration to improve library and instructional materials services during the next biennium:

1. Secure the services of a full-time librarian for a ten month period.
2. Provide the librarian with clerical help.

3. Secure additional facilities to house a media center for all instructional materials and equipment.
4. Purchase additional cabinets, files, bookshelves, storage racks, and other necessary furniture to meet the needs of a rapidly expanding media center.
5. Set up a definite budget for library expenses and make available bookkeeping records to meet the many requests of various government grants.
6. Bring the library-media center up to the standards of the American Library Association and the Division of Audio-Visual Instruction as rapidly as possible.

Industrial Arts Department

The successful inception of the new Industrial Arts Program was one of the most outstanding achievements accomplished by the Utah School for the Deaf during the biennium. Mr. Robert W. Fletcher became curriculum coordinator of this department in 1967. He had a staff of three full-time teachers and nine part-time teachers. There were sixty-six boys and forty-seven girls between the ages of twelve and twenty-one years enrolled in the program.

There are five phases to the Industrial Arts Program

I. *Intermediate Training*

When students reach the intermediate grade level in the academic



Exploratory industrial arts training provides background experience for future vocational training

school, they begin training in general industrial arts and homeliving programs. These are exploratory in nature and are designed to provide background experience upon which future vocational choices may be based. Through arts and crafts classes, students become familiar with the tools and media with which they will later work on a more advanced level.

II. *Specialized Training*

At about age sixteen, students begin specialized vocational training. A two-hour per day program, plus optional evening classes, provides them with a wide background of instruction for two years. During this time, Mr. Robert G. Sanderson, Director of Vocational Rehabilitation, and his field representative, Gene Stewart, test students to determine their vocational aptitude and interest.

III. *Intensified Vocational Program*

From ages eighteen to twenty— one, students may specialize in an intensified vocationally oriented program for at least one half of each day. The last year of this program provides for on-the-job training and experience. Under this cooperative educational program, girls are placed at local liberal arts, beauty, and business colleges. On-the-job training in data processing is also offered by the Western Regional Internal Revenue Service in Ogden. Male students receive on-the-job training at local colleges and industrial training centers. Vocationally oriented academic subjects, such as vocational math, speech, and language, are taught in addition to practical courses to strengthen students in areas where they may not have sufficient academic preparation.

Students who do not wish to pursue intensified industrial arts training at eighteen may elect to follow an academically oriented course of study. This involves two hours per day of industrial training plus academic classes. Students who follow the academic course of study generally continue their schooling at a college or industrial training center upon their graduation.

The evening program, which is optional for students sixteen years and older, is available to both Oral and Simultaneous students. Five subjects are offered on Monday and Wednesday nights from 6:00 p.m. to 9:00 p.m. Courses offered include drafting, internal combustion engines, cosmetology, cooking, and barbering.

Mrs. Maurine Humphris, Mrs. Norma Moffit, and Mrs. Claron Haglund instructed homeliving skills in the day program. Mrs. Humphris also supervised the work experience program for the slow learners. Business courses were taught by Mrs. Marie Dursteler, whose main emphasis was on typing and keypunch operation. Mr. Kenneth Burdett continued to provide excellent direction for the Graphic Arts Department. Mr. Benton Patten, who joined the staff in 1967, was especially successful in leading students to expand their creative thinking skills through his art program. Mr. Don Jensen, a long time teacher in the Simultaneous Department, became a full-time teacher in the Industrial Arts Department in 1967. His specialty is wood working and cabinet making. He also instructed in the area of sheet metal, electricity, drafting, and plumbing. Mr. Verl Jensen instructed courses in autobody, auto painting, upholstery, plastics, and metals. All

of these teachers except Mr. Burdett and Mr. Jensen joined the Industrial Arts staff in 1967.

Respectfully Submitted,
Tony Christopulos, *Principal*



Intensified industrial arts training precedes on-the-job training

AUDIOMETRIC AND PSYCHOMETRIC REPORT

By Dr. Melvin A. Nielsen, *Audiologist*

During this biennial period, audiological services were available at the Utah School for the Deaf on a four day per week basis. Several programs were implemented and special audiometric testing was initiated for a unique population of pre-school hearing impaired children resulting from a maternal rubella epidemic in Utah during 1964 and 1965.

The following services were given:

1. *Audiometric Examinations*

Ogden Campus

Extension Classes (Salt Lake City)

Pre-school

85

75

45

School for the Blind	27
Total	232
2. <i>Hearing Aid Evaluations</i>	
Total number evaluated	114
New hearing aids recommended	57
Loaner aids fitted for trial classroom observation	44
Replacement ear molds made	141
3. <i>Hearing Aid Repairs and Services</i>	
Minor repairs and services	733
Electro-acoustical analysis	45
Hearing aids returned to dealers or factory for major repairs	51
4. <i>Special Audiometric Testing Referrals</i>	
From private physicians	29
From school districts	13
From other state agencies	19
5. <i>Parent Counseling</i>	

During this biennial period, numerous counseling sessions were held with parents to interpret audiometric test results, to give advice relative to medical referrals, to make hearing aid recommendations, and to suggest special aural rehabilitation needs. In addition to several local home visits, six state wide trips were undertaken to visit parents of deaf children in rural areas.

6. <i>In-Service Training</i>	
Audiology students from University of Utah	7
Lecture sessions for teachers in training at Utah School for the Deaf	9
Special audiology presentations for Weber State College, parent groups, and agency staff	14
7. <i>Research and Projects</i>	

A two year federally supported research project which compared five different auditory training systems was completed. Publication is in process. A registry of pre-school deaf children in the state of Utah was initiated and at the present time contains the names and vital information of some 80 individuals who fall into the category of severe hearing impaired.

In May, 1968, the audiologist attended a one week workshop in Pittsburg, Pennsylvania, for audiologists and psychologists who work with the deaf. This was a government supported project, and the first of its kind in the nation. Many new and interesting innovations in deaf education were presented.

Psychological and Achievement Testing

Testing in this area was given by the Field Representative, and the Audiologist-Psychologist from the school staff, with some referrals made to outside sources. The following is a summary of the testing completed:

Leiter International Performance Scale (Non-verbal I.Q. Test)	54 students
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W.I.S.C. (Wechsler Intelligence Scale for Children)	10 students
Diagnostic Perceptual and Motor Skill Tests (I.T.P.A.-Bender-Graham-Kendall, etc.)	17 students
Vocational Aptitude Tests	21 students
Stanford Achievement Tests, Forms M & N All levels — Given in the spring and fall of 1967, and the spring of 1968)	597 students
Psychiatric Evaluations	7 students

Education of the Deaf-Blind

As of June 30, 1968, there are twelve known children in the State of Utah who have the double impairment of deafness and blindness. Utah does not presently have educational facilities available for children with these impairments. The School for the Deaf and the School for the Blind assume the responsibility to arrange for specialized training as indicated. At the present time two children are receiving education at the Perkins School for the Blind in Watertown, Mass., in the highly specialized Deaf-Blind Department. They are, Elizabeth McClellan, Salt Lake City, and Carol Ann Porter, Hill Air Force Base. (It should be noted that Carol Ann's parents have recently been transferred to an Air Force Base near the Perkins School, and she is continuing in their educational program.)

Of the remaining ten deaf-blind children, five are pre-school age and not enrolled in an educational program. The other five students are school age but are currently in either day care centers or the State Training School.

RESIDENT LIVING

By Clyde Gary Suttlemyrc, *Directory of Dormitory Counselors*

During the biennium, several physical and administrative changes have taken place in the area of resident living. During this time, a continual effort has been made to coordinate experiences in the classroom with those shared by students living in the dormitories.

During the 1966-1967 school year, all dormitory counselors serving in dormitories were single. During the 1967-1968 school year, college couples from Weber State College were hired in an attempt to provide closer supervision with large groups and to give children a mother-father figure to relate to. It was also hoped that the youth and energy of these young college students might be an asset to the program. In theory this approach appeared to be sound and would have given the students broader experiences.

This program did not seem to be as successful as was hoped, possibly because of the following:

1. Some counselors placed their college activities first in importance, at times to the neglect of the children.
2. Some of the couples were disloyal to the administration in that they frequently insisted on functioning in a manner contrary to school policy.

However, the experience with college couples was not altogether un-

successful. It is hoped that through a more careful selection of prospective counselors, in-service training, and a dormitory director, the overall program surrounding dormitory living will be improved.

An effort was made in the direction of improving working conditions for dormitory counselors. Houseparents who were formerly on duty approximately 100 hours per week and had only 10 hours of each week were given the weekends off. They also enjoyed free time during the day while the student were in school. In addition counselors' wages were increased. Salaries remained the number one problem since dormitory counselors spend more time with the students than do teachers and are grossly underpaid for their services.

A new program was initiated during the 1967-1968 school year which has proven successful. Once a week all houseparents gather for an in-service training program. In these one hour meetings, houseparents are instructed in the various aspects of deaf education, and are given direction as to how to be more effective in their role as dormitory counselors.

An innovation made during the 1966-1967 school year improved the quality and enjoyment of living in the dormitories. In cooperation with Weber State College, students who were majoring in physical education were hired as activity directors. The activity directors worked with the younger boys and girls three times per week from 2:00 to 4:30 p.m. They planned games, a snack hour, and recreational activities appropriate to their particular group of children. This program was moderately successful.

Through the efforts of the students, the Parent Teacher Association and the Junior League, plans were initiated for conversion of the basement of Woodbury Hall into a recreational area for all students. One room is being especially equipped for younger children. It will contain numerous active play and climbing toys. For the older children, there will be a room with ping pong and pool tables and an area for shuffle board, etc. Other interesting rooms will be the arts and crafts room; the media room, with a play puddle; and the reading room with tables and chairs, records, and a record player. An electric train, which has been donated to the school, will be set up in a suitable room. For children desiring quiet, there will be a room with a doll corner, table games, and puzzles.

Supervision of Woodbury Hall recreation area will be directed by qualified instructors who will be employed for this purpose. Volunteer members of the Junior League will assist in supervising the area.

Other activities which the students enjoyed included weekly evening films for entertainment which were provided by Captioned Films for the Deaf. Also, a "Tiki Room", furnished by the Junior League, provided a place for the older students to have their parties and to socialize.

The 1966-1967 school year was the final year in which the dormitories were shared by the students of the School for the Blind. Since that time Primary Hall has not been used for dormitory purposes. It was converted to a Food Services Building when students from the School for the Blind moved to their new campus.

Other renovations which were made included new rugs which were placed in the apartments of the dormitory counselors and in the living rooms of the dormitories. The forty to fifty year old furniture in the living areas was replaced. The dormitories now have new draperies, beds, and chairs. In the girls' dormitories new chests of drawers were added. New lighting fixtures were installed in all of the living area. Book cases were built in the living rooms of Woodbury Hall. In addition, two colored television sets were donated to the older students.

FEDERAL FUNDS

By Miss Jeri Parker, *Title I Specialist*

Title I of the Elementary—Secondary Education Act, Public Law 89—313 provided federal funds for major improvements in special services, summer programs, workshops, equipment, and remodeling that would not otherwise have been possible. Following is a summary of federal projects.

1. Language Curriculum

A committee of trained teachers of the deaf prepared a language curriculum for teachers at the School for the Deaf. Its ultimate goal is to change the language behavior of deaf children, replacing their limited language usage with functional language skills.

2. Full—Time Librarian Services

Title I funds enabled the school to offer full-time library services during the final semester of the 1966-1967 school year. In addition, dormitory counselors were able to bring their groups to the library for evening reading and study.

3. Addition of Primary Curriculum Coordinator

A part-time curriculum coordinator was added to the supervisory staff during the biennium. Her services provided the continuity and unity that was most essential, but that had long been lacking in the Primary Department. An expanded art program was initiated and a new physical education program was added to the Primary Department under the direction of the curriculum coordinator.

4. Evening Industrial Arts Program

An evening industrial arts program enabled students to supplement their regular vocational training one night a week. Courses were offered in auto body, dry cleaning, sewing, upholstery, and beauty culture. The primary purpose of the evening program was to prepare students for on-the-job training while at school and to prepare them for additional vocational training after graduation. The Utah Office of Rehabilitation Services cooperated closely with the school's industrial arts program to provide vital industrial arts training.

5. Creation of Home-Like Atmosphere in Dining Area

A project to "de-institutionalize" the dining area of the Food Services Building was begun during the spring of 1968. It is now nearing completion. It is felt that in addition to improving student behavior through creating a more pleasant and home-like atmosphere, the remodeled facilities will influence students to respond meaningfully to order and

beauty . It is felt that this ability will not only influence the deaf child's sense of well-being and happiness, but will also aid him in developnig a sense of clarity and organization in academic and practical work.

6. Conference on Psychological Services

Two clinical psychologists, co-directors of a psycho-social services center for the deaf, visited the Utah School for the Deaf to coordinate efforts in the implementation of a program of psychological services. The conference involved the administrative staff, supervisory personnel, the teaching faculty, and mental health personnel. In addition to making recommendations for a local program, the visiting doctors consulted with the psychologist and psychiatrist through whom psychological services at the school will function, aprising them of techniques and procedures which they had found to be successful in working with the deaf.

7. Expansion of Preschool Program

The preschool program, which was initiated in November, 1966, through ESEA Title I federal funds, was greatly expanded during the 1967-1968 school year in order to accommodate the influx of deaf children caused by the recent ruebella epidemic.

8. Investigation of Industrial Arts and Vocational Programs, Preschool Programs, and Psychological Services for the Deaf

The principal of the school and the curriculum coordinator of the Vocational Arts Department investigated vocational and industrial arts programs, preschool programs, and psychological services for the deaf in several prominent eastern states. This tour was influential in developing the industrial arts program, in providing a conference for the implementation of a program of psychological services, and in expanding the already existing preschool program.

9. Summer Language Workshop

A language workshop was made available to teachers of the deaf during the summer of 1968. Twenty-one teachers from both the Extension Division and the Ogden campus of the Utah School for the Deaf participated in the workshop. Graduate credit was given for the course through the University of Utah. The language workshop assisted teachers in the proper utilization of the language curriculum which was also developed through a federal project.

10. Implementation of a Eurythmics Program

A prominent eurythmics instructor of the deaf demonstrated her program to educators at the Utah School for the Deaf during a four-week workshop. Seventy-five children from the Ogden campus and sixty-six children from the Extension Division of the school participated in the program. Five teachers, under the guidance of the demonstrating teacher, developed a eurythmics curriculum which outlines an on-going program. One of the participating teachers is continuing eurythmic instruction in both Ogden and Salt Lake City.



Eurythmics training aids deaf students in achieving rhythm and coordination

11. Summer Language Arts Program

A language arts program was offered to students in the Extension division in Salt Lake City during the summer of 1967. Due to its success, the program was expanded to include all areas of the Language Arts during the summer of 1968. Thirty-eight students participated in these programs.

12. Evaluation of Auditory Training Systems

During the biennium, the School for the Deaf conducted a project to determine the efficiency and practicality of five different types of auditory training systems in various classroom settings. Results of the research are being prepared for publication.

13. Summer Driver Education Program

Title I ESEA federal funds enabled the Utah School for the Deaf to offer a summer driver education program to seven local deaf students from June 17 to August 2, 1968. This additional service helped relieve the strain of scheduling students for Driver Education during the regular academic school year.

TEACHER TRAINING PROGRAM

By C. Duane Harrison

Under Public Laws, 85-926 and 88-64, federal funds were once again available for training teachers of the deaf. During 1961-1962, the Utah School for the Deaf and the University of Utah organized a two-year under-graduate program that would qualify for federal assistance. (Classes were held during the years of 1962-1963, 1963-1964, 1964-1965, 1965-1966.)

At the beginning of the 1966-1967 school year the above program was changed to a graduate program with the student teachers being able to graduate with a Master's Degree. There were classes of student teachers under this program for the years 1966-1967 and 1967-1968.

The student teacher class was comprised of seven seniors from the

University of Utah during the 1966-1967 school year. They were as follows:

John Andersen	Salt Lake City, Utah
Bert Chaston	Salt Lake City, Utah
Calvin Cragun	Salt Lake City, Utah
Beulah Hansen	Salt Lake City, Utah
Legia Johnson	Salt Lake City, Utah
Catherine Kearl	Pocatello, Idaho
Nedra Van Natta	Los Angeles, California

In the spring of 1968, six student teachers graduated as certified teachers of the deaf. They were as follows:

Britt Hargraves	Pocatello, Idaho
Robert Moulton	Lark, Utah
Elizabeth Parkinson	Cedar City, Utah
Rosalie Reese	Salt Lake City, Utah
Raelynn Swensen	Salt Lake City, Utah
Alfred White	Salt Lake City, Utah

Student teachers are provided board and room during the last year of internship on the school campus in Ogden. Each trainee repays the Utah School for the Deaf by working an appropriate number of hours per week. Assignments are made in which student teachers assist in the dining room, the management of the Primary Department, and other areas.

A Survey of Program for Preparing Teachers of the Deaf — University of Utah

1. The Utah program for training teachers of the deaf is a two-year graduate program. However, the student may pursue an alternate plan if he has completed the prerequisite course in speech pathology and audiology during his junior and/or senior year. Under this alternate plan he may complete the program within a year of graduate work at the University of Utah and the Utah School for the Deaf. During the first year the student teacher finishes his under-graduate work, graduating in either Elementary Education, Secondary Education, Speech Pathology, or a related field. During his graduate year, he fills a year of internship at the Utah School for the Deaf, and works toward a Master's Degree.
2. All required courses meet the standards set by the Conference of Executives of American Schools for the Deaf. All methods courses are taught by qualified teachers of the deaf who are graduates of Smith College (Clarke), Columbia University (Lexington), and Wayne State University (Detroit Day School). The remaining courses are taught by the staff within the Department of Speech and Hearing. The entire program is coordinated through the Department of Special Education at the University of Utah. Credit hours and course. Course content far exceed minimum requirements.
3. The program is unique in the fact that the student teachers live on the campus of the Utah School for the Deaf during their entire year of internship, not just during observation and practice teaching blocks of

time. They observe classes daily from the opening of the school in September to the end of the school year. The practice teaching is introduced shortly after they begin their internship and is scheduled throughout the year along with observations. The student teachers eat three meals per day with the children, and they are assigned other duties which provide valuable training experiences with deaf children at various hours between four o'clock and bedtime. They share responsibilities for student social programs and help with the Boy Scouts and the Girl Scouts programs. In addition, they do individual tutoring and often assist in the Athletic Department.

4. The internship experience also includes observation and practice teaching in the day classes and preschool program of the Extension Division in Salt Lake City, providing valuable training in both types of facilities. The day program is a satellite of the Utah School for the Deaf and comes under the direct responsibility and supervision of the curriculum coordinators and principal. This fact automatically eliminates the obstacles which might otherwise be encountered in coordinating observations and practice teaching in two or more facilities.
5. The program includes out-of-state visits to public residential, private, denominational, and day school programs. The itinerary of visits generally includes programs located in Portland, Seattle, San Francisco, Los Angeles, Denver, Kansas City, and St. Louis. It is recommended that two trips in which out-of-state programs are visited be made each year.
6. The professional library maintained at the School for the Deaf in Ogden has been enlarged since the inception of the training program. It is quite adequate at the present time. New books and periodicals are purchased from time to time.
7. An Educational Media Center, also maintained on the campus of the Utah School for the Deaf, is available for the use of the student teachers.
8. It is the aim of the program to place graduates in positions in other schools for the deaf in the country as well as to replace teachers at the Utah School for the Deaf. This arrangement allows for "cross breeding" of techniques and philosophies in the area of the education for the deaf.

HEALTH REPORT

1966 - 1967

By Mrs. Dorothea W. Lamb, *R.N. Head Nurse*

Registration Day — 200 parents talked to nurses regarding health problems, immunizations, medication, and dental care needed.

Number of times students seen for medication during school year

Deaf — 8536 Blind — 4087

Number of times students seen for minor sickness or first aide

Deaf — 5566 Blind — 1757

T.B. clinic for all new personnel

Clinic each Tuesday morning with Dr. Grant Way, school physician —

treated infected ears, sore throats, bad bruises, insect bites, impeitgo, etc.

Deaf — 414 Blind — 67

Special clinics for competitive sports which included blood pressure, urine testing, and visions examinations

Deaf — 35 Blind — 10

Immunization clinic — D.P.T., — D.T. — S.P. — and flu shots.

Deaf — 150 Blind — 75

Number referred for special care 7

Orthopedic and ear surgery 3

Psychiatric and hospital care 1

Number for vision examination . . . and completed

Deaf — 15 Blind — 10

Number pre-school physicals referred . . 10 — 10 completed

Number of students taken to emergency room — 16

Number of letters to parents, Drs. phone calls and special services — 100

Conferences were held throughout the year with parents, crippled children services, house parents, instructors, principals, doctors, field representatives, and superintendent, regarding health problems

1967 - 1968

Registration Day — 208 parents talked to nurses regarding medication, dental care, emotional problems, and other health problems

Number of times students seen for medication during school year 1967-68

Deaf — 9917 Blind — 8006

Number of times students seen for illness or first aide

Deaf — 5348 Blind — 1305

T.B. clinics on all new personnel

Clinic each Tuesday with Dr. Grant Way, school physician — treated infected ears, sore throats, infected toe nails, bad bruises, impetigo, etc.

Deaf — 378 Blind — 110

Special clinics for competitive sports Deaf — 40.

This included . . . blood pressure, urine testing, vision tests

Immunization clinics 178

Flu clinic 100

Number of students referred for special care:

Orthopedic, female diseases, ear surgery 8

Psychiatrics, and hospital care 1

Number referred to dentist and completed 20

Number vision test administered 100

Number referred for special care and completed 10

Number of students taken to Dr. Way's office 110

Number of students seen at emergency room — Deaf 20

Blind 6

Number of letters, phone calls to parents, physical & special services — 120

Admission meetings, conferences with parents, teachers, crippled children services, house parents, instructors, principals, doctors, field representatives, and superintendent, regarding health problems

STUDENTS TERMINATED FROM THE SCHOOL

School for the Blind — 1966-67

Name	Entered	Terminated	Cause
Barnum, Todd	8-31-65	6- 1-67	Moved out of state
Bayles, Evysue	9- 8-53	6- 1-67	Reached age limit
Burton, Ben Jr.	8-31-66	2-14-67	Not legally blind
Garcia, Donald	8-26-63	6- 1-67	To enter public school
Resler, Daren	8-31-66	12-21-66	Moved out of state
Stevens, Roy	8-25-64	6- 1-67	Moved out of state
Tomlinson, Dee	10-22-62	6- 1-67	To enter public school
Yeates, Robert	8-25-64	6- 1-67	To enter public school

School for the Deaf — 1966-67

Name	Entered	Terminated	Cause
Bennett, Shane	8-29-66	6- 1-67	To enter public school
Braunersither, Patrick	1-23-67	2-24-67	Moved out of state
Garnder, Robert	8-29-60	1-21-67	To enter public school
Kalymago, Tommy	11-16-65	8-31-66	Moved out of state
Nicholson, Tommy	10-12-64	6- 1-67	Moved out of state
Olson, Lydia	8-31-66	11-15-66	Moved out of state
Plattner, Leslie	1- 3-67	6- 4-67	To enter public school
Simmons, Kenneth	9- 3-57	2- 6-67	Moved out of state
Simmons, Vandella	9- 7-54	2- 6-67	Moved out of state
Simonson, Reid	8-26-64	8-30-66	Moved out of state
Tyler, Michael	1- 3-66	6- 3-67	To enter public school
Woods, Danny	8-28-62	6- 1-67	Moved out of state
Wods, Kathy	8-28-62	6- 1-67	Moved out of state
Woods, Loretta	8-28-62	6- 1-67	Moved out of state
Woods, Mickey	8-28-62	6- 1-67	Moved out of state

School for the Blind — 1967-68

Name	Entered	Terminated	Cause
Grames, Linda	8-31-65	12-20-67	School's request
Hale, Bradley	8-20-61	5-29-68	To enter public school
Hamaker, Sharon	9- 4-56	5-29-68	To enter public school
Holbrook, Richard	9- 3-57	5-29-68	To enter public school
Jensen, David	9- 5-61	5-29-68	School's request
Lane, Richard	8-25-64	4-15-68	Terminal illness
Leith, Vickie	9- 6-67	5-29-68	To enter public school
Nielson, Glen	10-13-58	5-29-68	To enter public school
O'Neil, Jerry	2-10-64	5-29-68	To enter public school
Romero, Judy	9- 6-55	5-29-68	To enter public school
Savage, Vikki	8-25-64	5-29-68	Moved out of state
Taysom, Barbara	1-29-65	5-29-68	To enter public school

School for the Deaf — 1967-68

Name	Entered	Terminated	Cause
Allred, Scott	8-31-65	5-29-68	To enter public school
Barker, Kenneth	9- 5-67	12-20-67	Will return in Fall
Bitter, Colleen	9- 4-67	6- 4-68	To enter public school
Booth, Buddy	9-20-65	3-31-68	School's request
Charlie, Perry	10-10-67	12-20-67	Returned home on own accord
Cheney, Daniel	8-29-67	5-29-68	To enter public school
Foster, Eddie	1-13-66	5-27-68	Moved out of state

Free, Tony	8-25-64	5-29-68	Moved out of state
Hatch, Kenneth	8-29-67	9- 3-68	Moved out of state
Hill, James	9- 8-53	2- 2-68	School's request
Malkos, Irene	10-11-65	4-19-68	School's request
Nicholas, Ralph	8-26-63	10-18-67	Behavior problem
Perry, Rookie	1-18-65	9- 3-68	To enter public school
Shaffer, William	4-21-64	4-15-68	Mother's request
Smith, David	11-13-67	3-22-68	Moved out of state

REPORT OF RECEIPTS AND EXPENDITURES

July 1, 1966 to June 30, 1967

By David S. Finlinson, *Business Manager*

Receipts

Balance Forward from previous year	\$ 17,704.46	
State Appropriation	656,000.00	
Dedicated Funds	160,231.64	
Federal Funds	40,614.82	
Reimbursements	7,255.45	
TOTAL RECEIPTS		\$881,806.37

Disbursements

Salaries	\$638,873.93	
Current Expenses	178,790.73	
Travel	3,401.01	
Capital Outlay	47,965.61	
TOTAL DISBURSEMENTS		869,031.28
Amount Transferred to Fiscal Year beginning July 1, 1967	5,814.47	
Amount Reverted at close of Fiscal Year	6,960.62	
TOTAL RECEIPTS		881,806.37
Balance		.00

July 1, 1967 to June 30, 1968

Receipts

Balance Forward from previous Year	\$ 5,814.47	
State Appropriation	854,381.00	
Dedicated Credits	164,000.00	
Federal Funds	73,283.00	
Reimbursements	5,010.00	
TOTAL RECEIPTS		\$1,102,488.47

Disbursements

Salaries	\$815,184.83	
Travel	4,158.79	
Current Expenses	161,356.50	
Capital Outlay	43,539.19	
TOTAL DISBURSEMENTS		1,024,239.31
Total Transferred to Fiscal Year beginning July 1, 1968	52,672.00	
Total Reverted at close of Fiscal Year	25,577.16	
TOTAL RECEIPTS		1,102,488.47
Balance		.00

ALTERATIONS — REPAIRS — IMPROVEMENTS 1966-1967 and 1967-1968 School Years

Twentieth Street Campus

- Moved baseball backstop and repaired chain link covering.
- Rearranged material on campus for better storage conditions and more efficient usage.
- Completed athletic field on contract, including sprinkling system, track surface, curbing and top soil. Also goal posts installed by own staff.
- Remodeled old gym, including new paint, newly constructed roof, new outside wall covering, new fire exit, new rear entrance and new basement entrance on contract.
- Installed several pieces of permanent gymnastic equipment in old gym.
- Moved shop and dorm equipment, furniture, and pianos from Twentieth Street Campus to Harrison Campus.
- Installed new air compressor in Auto Shop, Industrial Arts Building.
- Installed overhead trolley and hoist in Auto Shop, Industrial Arts Building.
- Installed safety pilot lights on all electrical equipment in Industrial Arts Building.
- Redesigned and installed air system in paint spray room in Auto Shop, Industrial Arts Building.
- Installed, repaired and redesigned shoe shop equipment in Industrial Arts Building.
- Constructed one stainless steel kitchen cart.
- Installed new locks on all houseparent apartments and janitor closets; also linen closets in Driggs Hall.
- Painted flagpole on contract.
- Installed three slides, overhead racing lanes, and merry-go-round on contract.
- Installed asphalt slab for outside basketball court on contract.
- Installed limits on all windows in Driggs Hall.
- Ran three-phase conduit from Industrial Arts Building to Tiki Room.
- Installed wall-mounted visual aid projection screens in all classrooms.
- Repaired wind damage to louvers on Administration Building.
- Installed electric steam press in Tailoring Shop, Industrial Arts Building.
- Installed six large cabinets in Infirmary.
- Painted all rooms in Infirmary.
- Installed 14 new tool and equipment cabinets in Maintenance Shop.
- Reconditioned and painted Buda tractor and Clarke tug tractor, obtained from government surplus.
- Painted station wagon and half-ton pickup truck.
- Overhauled engines of GMC school bus and large International truck.
- Constructed and painted low flat bed utility trailer.
- Installed sprinkling system and planted lawn in all areas north and east of Primary Building.
- Painted all garages.
- Constructed six auditory training jack box rails.
- Installed new tubes in heating boiler on contract.
- Constructed and installed double doors on six garages.
- Installed 5-ton surplus refrigeration compressor in Main Kitchen.
- Installed new government surplus steam table-food warmer in Main Kitchen.
- Painted, repaired, and remodeled basement, Woodbury Hall.
- Painted all bathrooms in Driggs Hall.
- Installed glass backstops in New Gym which were removed from Old Gym.
- Installed floor covering in two coaches' offices in New Gym.
- Installed new Simplex Program System in four buildings.
- Installed carpet in two classrooms in Administration Building on contract.
- Installed new sound booth and cabinets in Testing Room.
- Remodeled and painted lowered ceiling in Testing Facility.
- Installed inventory tags on equipment in all buildings.

- Rebuilt four spare engines for grounds equipment.
- Let contract for complete remodeled job on Food Services Building. Removed 28 built-in wardrobe closets from Food Services Building to allow for remodeling project.
- Installed two timeclocks.

Extension Division — School for the Deaf

- Installed inventory tags on all equipment.
- Repaired and refinished various pieces of furniture as required to maintain good condition.
- Moved several classrooms of furniture and equipment from one school to another as required in the program.

Harrison Campus

- Completely remodeled social center (El Cielito) including new ceiling, new light fixtures, removed walls, designed and constructed starlight electric light system, painted completely, installed new kitchen cabinets and equipment, replaced necessary wiring and plumbing, installed built-in donated stereo.
- Replaced 209 broken windows in Main Dorm, Home Economics House, Boiler House, storage area, Primary Cottage and social center (El Cielito).
- Built and installed new double garage doors in five-garage storage area and partitioned one area for groundsman.
- Built concrete loading dock.
- Let contract for new boiler — boiler plant and steam distribution system remodeling job.
- Replaced 12 squares of asbestos shake siding shingles on all existing buildings and painted to match.
- Built cab on and painted snow plow.
- Installed four new sink disposers in various buildings.
- Removed, relocated and reinstalled commercial disposer in Main Kitchen.
- Rearranged and rekeyed all locks and master-keyed complete institution.
- Installed locks and handles on all dorm room entrances.
- Remodeled Main Dorm and Home Economics Building on contract.
- Painted entire Home Economics Building.
- Painted half Main Dorm building.
- Removed surplus shrubs in 15 areas and replaced with sod saved from new school reconstruction area.
- Removed 22 surplus flower beds and replaced with sod.
- Installed 11 surplus floodlights with photo electric cell controls.
- Installed two TV antennas on Main Dorm.
- Installed cement driveway and curbs from parking area to residence.
- Removed black top and built cement curbs to redesign drives in campus.
- Removed cement driveway and replaced with sidewalks and curbs in front of Home Economics Building.
- Removed and rerouted sprinkling system around new Classroom Building.
- Removed double doors and installed new doors in Main Kitchen back entrance.
- Replaced 100 pieces of broken Cory Clay tile in Main Kitchen.
- Removed and relocated large dishwasher in Main Kitchen and constructed steel tables around it.
- Remodeled and repaired refrigeration equipment in Main Kitchen.
- Removed old ice-maker, 3 sets of sterilizers, unnecessary hot water heating system in main dorm, removed old autoclave from basement of main dorm, removed X-ray machines, dental equipment, and disposed of unnecessary garbage can storage houses.
- Removed surplus redwood fences and chain link fence in front of campus.
- Installed drive and parking lot.
- Installed 200 feet of retaining wall north side of campus.
- Planted sod full length of Harrison Boulevard in front of campus.

- Installed sprinkling system in parkway along Harrison Boulevard.
- Ran watermain from upper campus to connect to new sprinklers in front of New School Building.
- Installed electric water heater in Primary Building.
- Installed two partitions in lower garages for use in storage of school supplies.
- Removed partitions from old paint room in boiler house to provide plumbing shop.
- Rearranged material in schools for better storage conditions and more efficient usage.
- Installed mesh doors at both ends of the pipe tunnel for better ventilation.
- Removed old stage and replaced floor covering; replaced and painted wall covering; installed new light fixtures and ice water drinking fountain in Dining Room of Main Dorm.
- Replaced old venetian blinds with new drapes throughout the Main Dorm.
- Pruned all trees and shrubs.
- Removed five slabs of surplus cement near buildings.
- Installed a timeclock.
- Relocated kitchen equipment for more efficient operation, including large mixer, large electric oven-toaster, and freezer in Main Kitchen.
- Relocated shelving from basement to new food storage area in Main Kitchen.
- Repaired holes in 20 doors in Main Dorm.
- Installed inventory tags on equipment in all buildings.
- Rebuilt two government surplus Cushman scooters for groundsmen.

Pupil Statistics for 1966-1967 School Year

DEAF				BLIND			GRAND TOTAL
AGE	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
3	5	4	9	0	0	0	9
4	1	3	4	1	0	1	5
5	7	4	11	1	1	2	13
6	5	7	12	4	1	5	17
7	12	10	22	0	1	1	23
8	3	12	15	2	3	5	20
9	12	7	19	1	0	1	20
10	11	9	20	0	7	7	27
11	8	7	15	2	6	8	23
12	18	8	26	2	9	11	37
13	8	9	17	4	4	8	25
14	12	6	18	3	4	7	25
15	8	11	19	5	2	7	26
16	8	2	10	2	0	2	12
17	9	7	16	2	3	5	21
18	6	4	10	2	3	5	15
19	8	5	13	1	1	2	15
20	2	5	7	0	0	0	7
21	2	0	2	0	1	1	3
Total	145	120	265	32	46	78	343
Number of Withdrawals				Deaf 15	Blind 8	Total 23	
Number enrolled at close of year				250	70	320	
				DEAF		BLIND	
Number of Graduates				Boys 6	Girls 4	Boys 0	Girls 0

Students Enrolled in the School for the Deaf

School Year 1966-1967

Aitken, James — Eureka	Chatlin, Debra — Ogden
Aldridge, Bruce — Vernal	Charlie, Michael — Alaska
Allen, Kathleen — Salt Lake City	Christensen, Nancy — Tremonton
Allen, Lynn — Salt Lake City	Christiansen, Marilyn — Ogden
Alvey, Robert — Salt Lake City	Clark, Cynthia — Murray
Anderson, Dennis — Salt Lake City	Clark, Mary Lou — Kearns
Anderson, Lori — Bountiful	Clay, Barbara — Salt Lake City
Anderson, Tracy Ann — Price	Cole, Robert — Ogden
Anderton, Nord — Salt Lake City	Colebrook, Wendy — Salt Lake City
Angell, Vaughan Salt Lake City	Collins, Gaye — Roosevelt
Archuleta, Anita — Midvale	Colvin, Susan — Nevada
Armijo, Henry — Nevada	Comish, Leo — Ogden
Armstrong, Carolyn — Nevada	Cook, Dale — Sandy
Arthur, Paul — Murray	Coombs, Steven — Ogden
Atwood, Tammy — Salt Lake City	Cornwall, Steven — Tremonton
Backus, Sherry Ann — Provo	Crawford, Loretta — Nevada
Ball, Kay Lynne — Ogden	Crompton, Brent — Ogden
Bangerter, Kent — Woods Cross	Cunningham, Mitchell — Salt Lake City
Barker, Ronald — Ogden	Dalpiaz, Rodney — Ogden
Barrios, Gilbert — Salt Lake City	Davis, Alvin — Salt Lake City
Beck, Janet — Draper	Davis, Ronnie — Nevada
Bennett, Kevin — Kearns	Dawson, Dixie — Hooper
Bennett, Shane — American Fork	De Spain, Robert — Salt Lake City
Berghout, Janice — Midvale	Dinkel, Sherry — Salt Lake City
Berness, Linda — Nevada	Dorton, Paula — Salt Lake City
Billeter, William — Salt Lake City	Duffin, Carl — Salt Lake City
Bishop, Suzanne — Salt Lake City	Duran, Leo — Salt Lake City
Bisignano, Sandra Salt Lake City	Echazarreta, Blanca — Ogden
Black, Larry — Kearns	Eggers, Evelyn — Ogden
Blount, Gayle — Salt Lake City	Eggers, Fredrick — Ogden
Booth, Clyde — Wyoming	Ellett, Stephanie — Salt Lake City
Boehmer, Keith — Vernal	Ercanbrack, Michael — Ogden
Bolin, Kathleen — Salt Lake City	Ercanbrack, Tedi Ann — Ogden
Bowman, Christine — Salt Lake City	Everett, Kemper — Myton
Brady, Winona — Nevada	Everett, Vicki Lynn — Myton
Braunersrither, Patrick — Ogden	Farris, Joene — Salt Lake City
Brewer, Roquel — Salt Lake City	Fisher, Laura — Nevada
Brieker, Sharon — Salt Lake City	Flores, Rose Marie — Nevada
Briseno, Israel — Ogden	Foley, Drew — Ogden
Brown, Christine — Ogden	Foster, Edward — Moab
Brown, Kim — Woods Cross	Fox, Cordie — Kearns
Bryan, Sharon — Honeyville	Fox, Rosemary — Kearns
Burgess, Frank — Ogden	Foy, Claudia — Salt Lake City
Burgess, Kathleen — Clearfield	Free, Anthony — Willard
Cain, Suzanne — Nevada	Frew, Cindy — Ogden
Call, Becky — Provo	Furlow, Randall — Salt Lake City
Calley, Dennis — Orem	Garcia, Maria — West Jordan
Callister, Susan — Bountiful	Gardner, Robert — Salt Lake City
Campbell, Rosemary — Orem	Garner, Sherry — Salt Lake City
Capsul, Carol — Alaska	Georgell, Elaine — Salt Lake City
Carling, Vicki — Salt Lake City	Giles, Robert — Pleasant Grove
Carter, Karen — Hill Air Force Base	Gleave, Bradley — Payson

Goodwin, Pamela — Salt Lake City
 Greenwalt, Jeffery — Hill Air Force Base
 Gregg, Gary — Salt Lake City
 Gregory, John — Alaska
 Hadfield, Kathy — Brigham City
 Hale, Debra — Salt Lake City
 Hallet, Renee — Ogden
 Hammond, Diane — Roy
 Hanberg, Sherri Lynn — Magna
 Hansen, Cydney — Spanish Fork
 Hansen, Jana — Salt Lake City
 Hansen, Suzanne — Salt Lake City
 Haws, Ruth Ann — Salt Lake City
 Heiner, Steven — Salt Lake City
 Heinrich, Ronad — Salt Lake City
 Hermansen, David — Bountiful
 Hermansen, Susan — Bountiful
 Hill, James — Spanish Fork
 Hinds, Kevin — Salt Lake City
 Hinton, Esther — Kearns
 Hodson, Jon — Salt Lake City
 Hofseth, Edward — Alaska
 Holt, John — Loa
 Horlacher, Paul — Salt Lake City
 Huffman, Debra — Tooele
 Hunt, Joyce — Ogden
 Hunt, Julie — Magna
 Huntsman, Gary — Midvale
 Hutchings, Mary Ann — Provo
 Ith, Kent — Salt Lake City
 Ivie, Pamela — Murray
 Jacobs, Brenda — Bountiful
 Jenkins, Brad — Nephi
 Jenkins, Terry — Salt Lake City
 Jensen, April — Salt Lake City
 Jensen, Daniel — Salt Lake City
 Jensen, Shauna — Salt Lake City
 Jeppesen, Barbara Ann — Corinne
 Johnson, Colleen — Salt Lake City
 Johnson, Kevin — Salt Lake City
 Jolley, Audrey — Antimony
 Kerr, Suzanne — Roy
 King, Chris — Salt Lake City
 King, Douglas — Salt Lake City
 Kinner, Deanne — Ogden
 Kip, Raymond — Salt Lake City
 Kitchen, Wayne — Pleasant Grove
 Knighton, Diane — Salt Lake City
 Krebs, Roger — Kaysville
 Krohn, Frank — Sandy
 Kunkel, Richard — Salt Lake City
 Kwawegen, Sandra — Salt Lake City
 LaFeen, Bart — Kearns
 Lafeen, Gary — Salt Lake City
 Locke, Kevin — Tooele
 Laramie, Bridget — Bountiful
 Lauritzen, Keith — Salt Lake City
 LeFevre, Brent — Nevada
 Love, Lise Ellen — Salt Lake City
 Lybbert, Steven — Ogden
 Lytle, John — Salt Lake City
 Malkos, Irene — Midvale
 Marosok, Kathy — Wyoming
 Martinez, Abel — Ogden
 McCree, Leon — Ogden
 McPhie, James — Magna
 McQueen, John — Salt Lake City
 Miller, Sharon — Salt Lake City
 Molyneux, Tanni — Riverton
 Monson, Raymond — Salt Lake City
 Moore, Charles — Delta
 Morlock, Scott — Ogden
 Morlock, Steven — Ogden
 Morrison, Carol Ann — Salt Lake City
 Morton, Robert — Layton
 Mortensen, Kristi — Salt Lake City
 Newman, Cathy — Salt Lake City
 Newton, Scott — Ogden
 Nicholas, Ralph — Alaska
 Nicholson, Thomas — Salt Lake City
 Olsen, Edward — Altonah
 Olsen, Lydia — Moab
 Opheikens, Craig — Ogden
 Opheikens, Sharadee — Ogden
 Orlandi, Ricky — Helper
 Oscarson, Richard — Kearns
 Osmond, Thomas — Ogden
 Oswald, Bradley — Salt Lake City
 Page, Doyle — Logan
 Palmer, Mont — Salt Lake City
 Parry, Calvin — Salt Lake City
 Parry, Rockie — Salt Lake City
 Patow, Pamela — Vernal
 Penrod, Melissa — Pleasant Grove
 Peterson, Douglas — Salt Lake City
 Peterson, Melinda — Mayfield
 Pierce, Barry — Cedar City
 Pitkin, Lorrie — Logan
 Plattner, Leslie — Murray
 Plumby, Lester — Salt Lake City
 Pugh, Kaylene — Salt Lake City
 Rathburn, Gregory — Kearns
 Redfox, George — Alaska
 Recse, Norman — Smithfield
 Richards, Lisa — Salt Lake City
 Roach, Jerry — Salt Lake City
 Roberts, Carl — Lehi
 Roberts, Lennis — Ogden
 Rudd, Jeffery — Plymouth
 Salazar, Ernest — Ogden

Salazar, Milton — Ogden
 Sandberg, Neil — Salt Lake City
 Sausedo, Nellie — Dragerton
 Schemenauer, Dennis — Ogden
 Sealey, Lisa — Salt Lake City
 Sellers, Joy Ann — Salt Lake City
 Shaffer, William — Ogden
 Sherrin, Kent — Salt Lake City
 Sheriff, Richard — Orem
 Shupla, Robert — Ogden
 Shupla, Winchell — Ogden
 Simunons, Kenneth — Ogden
 Simunons, Vandella — Ogden
 Sizemore, Larry — Salt Lake City
 Smith, Laird — Roy
 Snodgrass, Linda — Kearns
 Sobieski, Randall — Salt Lake City
 Sparr, Glen Clark — Ogden
 Squires, Allen — Ogden
 Stoltz, Wayne — Ogden
 Stromness, Sally — Salt Lake City
 Swanson, Randy — Salt Lake City
 Tabata, Calvin — Salt Lake City
 Tallman, Sylvia — Salt Lake City
 Tanner, Arlene — Salt Lake City
 Tanner, Lorie — Granger
 Thompson, Corky — Salt Lake City

Thurston, Marsha — Richfield
 Tomkinson, Dan — Fillmore
 Tyler, Michael — Salt Lake City
 Van Housen, Randall — Ogden
 Ungudruk, Edward — Alaska
 Van Kampen, Bruce — Ogden
 Von Elm, Valerie — Salt Lake City
 Whitlock, Linda — Ogden
 Wilkin, Markley — Nevada
 Williams, Anthony — Ogden
 Wilson, Cindy — Pleasant Grove
 Winegar, Alayne — Bountiful
 Winkel, Richard — Kearns
 Woodruff, Vickie — Ogden
 Woods, Danny — Ogden
 Woods, Kathy — Ogden
 Woods, Loretta — Ogden
 Woods, Mickey — Ogden
 Woolsey, Joyce — Salt Lake City
 Wright, Sherri — Ogden
 Yaska, Arley — Alaska
 Yaska, Dwight — Alaska
 Yazzie, Julene — Ogden
 Yoe, Betty — Ogden
 Zemp, Clarke — Orem
 Zemp, Terry — Orem

Students Enrolled in the School for the Blind School Year 1966-1967

Amberson, Evon — Nevada
 Anderson, Linda Terry — Ogden
 Arnold, Melvin — Bountiful
 Barnum, Todd — Salt Lake City
 Bayles, Evysue — Salt Lake City
 Bills, Sharon — Salt Lake City
 Burton, Ben — Alaska
 Campbell, Catherine — Salt Lake City
 Carr, Rodney — Clearfield
 Cadburn, Helene — St. George
 Clapier, Karen — Ogden
 Corbett, Scott — Ogden
 Crabb, Nolan — Ogden
 Deegan, Peggy — Ogden
 Deininger, Laura Lee — Magna
 DeWitt, Kay — Nevada
 Draper, Hazel — Santaquin
 Dunham, Rhonda — Ogden
 Etherington, Wendy — Brigham City
 Fox, Lynnette — Orem
 Garcia, Donald — Clearfield
 Gibson, Billy — Ogden
 Grimes, Linda — Salt Lake City
 Hale, Bradley — Grantsville

Hull, David — North Ogden
 Hamaker, Rhonda — Ogden
 Hamaker, Sharon — Ogden
 Hancey, Robyn — Salt Lake City
 Hatcher, Sherri Lee — Ogden
 Hock, Carlene — Ogden
 Holbrook, Richard — Ogden
 Holladay, Linda Rae — Murray
 Holladay, Linda Rae — Murray
 Jaensch, Cindy — Bountiful
 Jaramillo, Pauline — Salt Lake City
 Jensen, David — Murray
 Jensen, JoAnn — Kearns
 Krantz, Dobra — Salt Lake City
 Lanie, Nancy — Salt Lake City
 Locke, Mary Lee — Kearns
 Lopez, Paula Rae — Salt Lake City
 Mahone, Michael — Nevada
 Mansfield, Rickey — Salt Lake City
 Neal, Brent — Ogden
 Neal, Connie — Ogden
 Nicholls, Kristine — Ogden
 Nielson, Glen — Lyndyl
 Oberhansley, Ronnie — Neola

O'Neil, Jerald — Ogden
 Orchard, Christene — Ogden
 Osmond, Marilyn — Ogden
 Padley, Lori Ann — Bountiful
 Pehrson, Wallace — Ogden
 Price, Cindy — Sandy
 Queep, Beverly — Nevada
 Reeder, Linda — Roy
 Reid, Nancy — St. John
 Ressler, Daren — Roy
 Romero, Judy — Salt Lake City
 Shaw, Thomas — Kearns
 Sheffield, Lee — Brigham City
 Silas, Vincent — Nevada
 Spendlove, Pamela — Virgin

Stevens, Roy — Hill Air Force Base
 Stuart, George — Logan
 Swasey, Blaine — Sandy
 Swensen, Wade — Logan
 Taysom, Barbara — Ogden
 Tenison, Arvil — Ogden
 Thorderson, Julene — Price
 Tomlinson, Dee — Pleasant Grove
 Trujillo, Ricky — Salt Lake City
 Valdez, Terry — Salt Lake City
 Watts, Kelly — Ogden
 Westmoreland, James — Ogden
 Yancey, Steven — Bountiful
 Yeates, Robert — Salt Lake City
 Zentner, Teresa — Ogden

Pupil Statistics for 1967-1968 School Year

DEAF				BLIND			GRAND
AGE	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	TOTAL
2-6	5	9	14	0	0	0	14
3	2	5	7	0	0	0	7
4	7	4	11	0	0	0	11
5	4	6	10	1	1	2	12
6	6	5	11	2	4	6	17
7	4	7	11	3	1	4	15
8	12	8	20	0	2	2	22
9	5	14	19	1	3	4	23
10	15	8	23	1	0	1	24
11	11	10	21	0	7	7	28
12	6	9	19	3	7	10	25
13	17	11	18	2	7	9	27
14	9	8	17	6	7	13	30
15	14	6	20	2	4	6	26
16	8	10	18	3	2	5	23
17	8	4	12	2	0	2	14
18	9	4	13	1	2	3	16
19	5	4	9	2	4	6	15
20	7	6	13	1	1	2	15
21	1	1	2	0	0	0	2
Total				30	52	82	366

Number of Withdrawals	Deaf	Blind	Total
Number enrolled at close of year	15	12	27
	269	70	320

	DEAF		BLIND	
	Boys	Girls	Boys	Girls
Number of Graduates	11	11	0	0

Students Enrolled in the Utah School for the Deaf School Year 1967-1968

Aitken, James — Eureka
 Aldridge, Bruce — Vernal
 Allen, Kathleen — Salt Lake City

Allen, Lynn — Hanna
 Allred, David — Roy
 Allred, Scott — Ogden

Anderson, Dennis — Salt Lake City
 Anderson, Lori — Bountiful
 Anderson, Tracy Ann — Price
 Anderton, Nord — Drapper
 Angell, Vaughn — Salt Lake City
 Archuleta, Anita — Midvale
 Armijo, Henry — Nevada
 Armstrong, Carolyn — Nevada
 Arthur, Paul — Murray
 Atwood, Tammy — Salt Lake City
 Ball, Kay Lynne — Ogden
 Bangerter, Kent — Woods Cross
 Barker, Kenneth — Granger
 Barker, Ronald — Ogden
 Barrios, Gilbert — Salt Lake City
 Beck, Janet — Draper
 Beckstrand, Donald — Salt Lake City
 Behumin, Lisa — Salt Lake City
 Bennett, Shane — American Fork
 Berghout, Janice — Midvale
 Berness, Linda — Nevada
 Billeter, William — Salt Lake City
 Bishop, Suzanne — Salt Lake City
 Bisignano, Sandra — Salt Lake City
 Bitter, Colleen — Salt Lake City
 Black, Larry — Kearns
 Blatnick, Kim — Salt Lake City
 Blount, Gayle — Salt Lake City
 Bodell, MelaDee — Salt Lake City
 Bochmer, Keith — Vernal
 Bolin, Kathleen — Salt Lake City
 Booth, Clyde — Wyoming
 Bowman, Christine — Salt Lake City
 Brady, Kathleen — Ogden
 Brady, Winona — Nevada
 Brewer, Roquel — Salt Lake City
 Bricker, Sharon — Salt Lake City
 Briseno, Ismael — Ogden
 Brown, Christine — Ogden
 Brown, Kim — Woods Cross
 Bryan, Sharon — Honeyville
 Buckley, Jackie Lynn — Ogden
 Burgess, Frank — Ogden
 Burgess, Kathleen — Clearfield
 Cain, Suzanne — Nevada
 Call, Becky — Provo
 Cally, Dennis — Orem
 Callister, Peggy — Bountiful
 Callister, Susan — Bountiful
 Campbell, Rosemary — Orem
 Capsul, Carol — Alaska
 Carling, Vicki — Salt Lake City
 Carrera, Daniel — Nevada
 Carter, Karen — Ogden
 Chavez, Carol Ann — Kearns

Chatlin, Debra — Ogden
 Charlie, Michael — Alaska
 Charlie, Perry — Alaska
 Cheney, Daniel — Brigham
 Christensen, Naney — Monroe
 Christiansen, Marilyn — Ogden
 Clark, Cynthia — Murray
 Clark, Mary Lou — Kearns
 Clay, Barbara — Salt Lake City
 Clyde, Steven — Salt Lake City
 Cole, Robert — Ogden
 Colebrook, Wendy — Salt Lake City
 Colvin, Susan — Nevada
 Comish, Leo — Logan
 Cook, Dale — Sandy
 Coombs, Steven — Ogden
 Crawford, Loretta — Nevada
 Crompton, Brent — Ogden
 Cunningham, Mitchell — Salt Lake City
 Dalpiaz, Rodney — Ogden
 Davis, Alvin — Salt Lake City
 Davis, Ronnie — Nevada
 Dawson, Dixie — Hooper
 DeSpain, Robert — Salt Lake City
 Dinkel, Sherry — Salt Lake City
 Dorton, Paula — Salt Lake City
 Duffin, Carl — Salt Lake City
 Duran, Leo — Salt Lake City
 Echazarreta, Blance — Ogden
 Edelen, Ted — Salt Lake City
 Eggers, Evelyn — Layton
 Eggers, Frederick — Layton
 Ekenstam, Toni — Tooele
 Ellet, Stephanie — Salt Lake City
 Ercanbrack, Heidi — Ogden
 Ercanbrack, Michael — Ogden
 Ercanbrack, Tedi Ann — Ogden
 Everett, Kemper — Price
 Everett, Vicki Lynn — Price
 Farris, Joene — Salt Lake City
 Fisher, Laura — Nevada
 Flores, Rose Marie — Nevada
 Foley, Drew — Ogden
 Foster, Edward — Moab
 Fox, Cordie — Kearns
 Fox, Rosemary — Kearns
 Fox, Claudie — Salt Lake City
 Free, Anthony — Brigham City
 Frew, Cindy — Ogden
 Furlow, Randall — Salt Lake City
 Garcia, Maria — West Jordan
 Garner, Sherry — Salt Lake City
 Georgell, Elaine — Salt Lake City
 Giles, Robert — Pleasant Grove
 Gilbert, Marnie — Salt Lake City

Gleave, Bradley — Payson
 Goodwin, Pamela — Salt Lake City
 Could, David — Kayville
 Grahnr, Steven — Salt Lake City
 Gregg, Gary — Salt Lake City
 Gregorv, John — Alaska
 Hadfield, Kathy — Brigham City
 Hale, Debra, — Salt Lake City
 Hammond, Diane — Roy
 Hanberg, Sherri Lynn — Magna
 Hansen, David — Salt Lake City
 Hansen, Jana — Salt Lake City
 Hansen, Suzanne — Salt Lake City
 Harris, Ricky — Colorado
 Hateh, Kenneth — Vernal
 Haws, Ruth Ann — Salt Lake City
 Heiner, Steven — Salt Lake City
 Heinrich, Ronald — Salt Lake City
 Hermansen, David — Bountiful
 Hermansen, Susan — Bountiful
 Hill, James — Spanish Fork
 Hinds, Kevin — Salt Lake City
 Hinton, Esther — Kearns
 Hodson, Jon — Salt Lake City
 Hofseth, Edward — Alaska
 Holt, John — Salt Lake City
 Horlonder, Paul — Salt Lake City
 Hoffman, Debra — Tooele
 Hunt, Joyee — Ogden
 Hunt, Julie — Magna
 Huntsman, Gary — Midvale
 Hutehings, Mary Ann — Provo
 Ith, Kent — Salt Lake City
 Ivie, Kathy — Murray
 Jacko, Earl — Alaska
 Jacobs, Brenda — Bountiful
 Jenkins, Brad — Nephi
 Jenkins, Terry — Salt Lake City
 Jensen, April — Salt Lake City
 Jensen, Daniel — Salt Lake City
 Jeppesen, Barbara Ann — Corinne
 Johnson, Colleen — Salt Lake City
 Johnson, Kevin — Salt Lake City
 Jolley, Audrey — Antimony
 Kerr, Jeffrie — Roy
 Kerr, Suzanne — Roy
 King, Chris — Salt Lake City
 King, Douglas — Salt Lake City
 Kinner, Deanne — Ogden
 Kip, Raymond — Salt Lake City
 Kitchen, Wayne — Pleasant Grove
 Knighthon, Diane — Salt Lake City
 Krebs, Roger — Kayville
 Krohn, Frank — Sandy
 Kunkel, Richard — Salt Lake City

Kwawagen, Sandra — Salt Lake City
 Lafeen, Bart — Salt Lake City
 Laramie, Bridget — Bountiful
 Lauritzen, Keith — Salt Lake City
 Lefevre, Brent — Nevada
 Locke, Kevin — Tooele
 Love, Lise Ellen — Salt Lake City
 Lybbert, Stephen — Ogden
 Lytle, John — Salt Lake City
 Malkos, Irene — Midvale
 Maroson, Kathy — Wyoming
 Martinez, Abel — Ogden
 McCree, Leon — Ogden
 Mceos, Kathleen — Salt Lake City
 McPhie, James — Magna
 McQueen, John — Salt Lake City
 Middleton, Mary — Layton
 Miller, Sharon — Salt Lake City
 Molyneux, Tanni — Riverton
 Monson, Raymond — Salt Lake City
 Moore, Charles — Salt Lake City
 Morlock, Scott — Ogden
 Morlock, Steven — Ogden
 Morrison, Carol Ann — Salt Lake City
 Morton, Robert — Layton
 Mortonsen, Kristi — Salt Lake City
 Nielsen, Cindee — Salt Lake City
 Nielsen, Layne — Kearns
 Nelson, Sylina — Salt Lake City
 Newman, Cathy — Salt Lake City
 Newton, Scott — Ogden
 Nicholas, Ralph — Alaska
 Olsen, Edward — Alzenah
 Opheikens, Craig — Ogden
 Opheikens, Sharadee — Ogden
 Orlandi, Rieky — Sandy
 Oscarson, Richard — Kearns
 Oswald, Braley — Kearns
 Page, Doyle — Logan
 Palmer, Mont — Salt Lake City
 Parry, Calvin — Salt Lake City
 Parry, Rockie — Salt Lake City
 Patow, Pamela — Vernal
 Penrod, Melissa — Pleasant Grove
 Peterson, Douglas — Salt Lake City
 Peterson, Melinda — Mayfield
 Pierce Barry — Cedar City
 Pitkin, Lorrie — Logan
 Pitt, David — Murray
 Plattner, Leslie — Murray
 Plumby, Lester — Salt Lake City
 Poe, Joleen — Salt Lake City
 Pugh, Kaylene — Salt Lake City
 Rathbun, Gregory — Kearns
 Redfox, George — Alaska

Redmond, Cazez — Salt Lake City	Stoltz, Wayne — Ogden
Reese, Norman — Smithfield	Stromness, Sally — Salt Lake City
Richards, Lisa — Salt Lake City	Swanson, Randy — Salt Lake City
Richey, Moroni (Hoan) — Alaska	Tabata, Calvin — Salt Lake City
Ridgley, Apryl — Salt Lake City	Tallman, Sylvia — Salt Lake City
Ringwood, Cindy Lu — Salt Lake City	Tanner, Arlene — Salt Lake City
Roach, Jerry — Salt Lake City	Tanner, Lorie — Granger
Roberts, Carl — Lehi	Taylor, Karen — Salt Lake City
Roberts, Lemis — Ogden	Terry, Cindy — Ogden
Rockwood, Wade — Mountain Green	Thompson, Albert — Salt Lake City
Rudd, Jeffery — Plymouth	Tomkinson, Dan — Fillmore
Ruffin, Todd — Salt Lake City	Tuckett, Cindy — Orem
Salazar, Erine — Ogden	Tuckett, Pamela — Orem
Salazar, Milton — Ogden	Ungudruk, Edward — Alaska
Salazar, Mitlon — Ogden	Van Honsen, Randall — Ogden
Sandberg, Neil — Salt Lake City	Von Elm, Valerie — Salt Lake City
Schemenauer, Dennis — Nevada	Webb, Holly — Sandy
Sealey, Lisa — Salt Lake City	Whitlock, Linda — Ogden
Sellers, Toy Ann — Salt Lake City	Williams, Anthony — Salt Lake City
Shaffer, William — Ogden	Williams, Karen — Woods Cross
Sherman, Kent — Salt Lake City	Wilson, Cindy — Pleasant Grove
Sheriff, Richard — Orem	Wilson, Laurie — Salt Lake City
Shupla, Robert — Ogden	Wilson, Terri Lee — Salt Lake City
Shupla, Winchell — Ogden	Winegar, Alayne — Bountiful
Simonson, Reid — Provo	Winkel, Richard — Kearns
Sizemore, Larry — Kearns	Woodruff, Vickie — Ogden
Smith, David — Vernal	Woolsey, Joyce — Salt Lake City
Smith, Laird — Roy	Yaska, Arley — Alaska
Smith, Wade — Sandy	Yaska, Dwight — Alaska
Snodgrass, Linda — Kearns	Yazzie, Julene — Ogden
Sobieski, Ranall — Salt Lake City	Yee, Betty — Ogden
Sparr, Glen Clark — Ogden	Zemp, Clarke — Orem
Squires, Allen — Ogden	Zemp, Terry — Orem
Stevens, Todd — Salt Lake City	

Students Enrolled in the Utah School for the Blind School Year 1967-1968

Amberson, Evon — Nevada	Etherington, Wendy — Brigham City
Anderson, Michael — Salt Lake City	Fox, Lynette — Orem
Anderson, Terry — Ogden	Grames, Linda — Salt Lake City
Arnold, Melvin — Bountiful	Gibson, Bill — Ogden
Bills, Sharon — Salt Lake City	Hale, Bradley — Grantsville
Campbell, Catherine — Salt Lake City	Hull, David — North Ogden
Carr, Rodney — Clearfield	Hunaker, Rohnda — Ogden
Chadburn, Helene — St. George	Hamaker, Sharon — Ogden
Clapier, Karen — Ogden	Haneey, Robyn — Ogden
Corbett, Scott — Ogden	Hatcher, Serri — Ogden
Crabb, Nolan — Ogden	Hicks, Danny — Salt Lake City
Crisor, Carol Jean — Ogden	Hock, Carlene — Ogden
Deegan, Peggy — Ogden	Holbrook, Richard — Ogden
Deininger, Laura Lee — Ogden	Holladay, Linda Rae — Murray
DeWhitt, Kay — Nevada	Jansch, Cindy — Bountiful
Draper, Hazel — Santaquin	Jaramillo, Paulette — Salt Lake City
Dunham, Rhonda — Ogden	Jensen, David — Murray

Jensen, JoAnn — Kearns
 Jeppson, Scott — American Fork
 Krantz, Debra — Salt Lake City
 Lamie, NNancy — Salt Lake City
 Leith, Vicki — Ogden
 Locke, Mary Lee — Kearns
 Lopez, Paula — Salt Lake City
 Mahone, Michael — Nevada
 Mansfield, Ricky — Salt Lake City
 Mattinson, Julie — Pleasant Grove
 Neal, Brent — Ogden
 Neal, Connie — Ogden
 Nichols, Kristene — Ogden
 Nielson, Glen — Lynndyl
 Nielson, Renee — Lynndyl
 Oberanhsley, Bonnie — Neola
 O'Neil, Jerry — Ogden
 Orchard, Christene — Ogden
 Osmond, Marilyn — Ogden
 Padley, Lori Ann — Bountiful
 Padron, Wallace — Ogden
 Price, Cindy — Sandy
 Queep, Beverly — Nevada
 Rasnussen, Dick — Roy
 Reeder, Linda — Roy
 Reid, Nancy — St. John

Romero, Judy — Salt Lake City
 Rye, Randall — Vernal
 Savage, Vikki — Salt Lake City
 Schmidt, Marianne — Bountiful
 Schoppmann, Stephanie — Nevada
 Shaw, Tommy — Salt Lake City
 Sheffield, Lee — Brigham City
 Silas, Vincent — Nevada
 Sinai, Ann — Nevada
 Smith, Karl — Nevada
 Spendlove, Pamela — Virgin
 Steven, Roy — Hill Air Force Base
 Swenson, Wade — Logan
 Swasey, Blaine — Murray
 Stuart, George — Logan
 Tavson, Barbara — Ogden
 Telford, Brenda — Randolph
 Tenison, Arvil — Ogden
 Thorderson, Julene — Price
 Trujillo, Ricky — Salt Lake City
 Valdez, Terry — Kearns
 Watts, Kelly — Ogden
 Westmoreland, James — Ogden
 Yancey, Steven — Bountiful
 Zentner, Teresa — Ogden

ADMINISTRATIVE OFFICERS

Henry C. White, <i>Principal</i>	1884-1889
Frank W. Metcalf, <i>Superintendent</i>	1889-1901
Frank M. Driggs, <i>Superintendent</i>	1901-1941
G. Oscar Russell, <i>Superintendent</i>	1941-1942
Boyd E. Nelson, <i>Superintendent</i>	1942-1954
Harold W. Green, <i>Superintendent</i>	1954-1959
Robert W. Tegeder, <i>Superintendent</i>	1959-

